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ABSTRACT

This publication, the fourth in a series of reports on the integration of Career Preparation with liberal arts study at Alma College, presents major activities, new program developments, and an assessment of program outcomes. The process of working with faculty advisors and the status of the faculty's attention to the career needs of students today are discussed. Outcomes of two faculty and staff conferences which assessed the impact of the Career Preparation Program and suggested future programming needs are reviewed. The development of a modular program of student-oriented workshops is described in the appendices, as well as the materials used in introducing the modular program and the results of a student evaluation of the format. Recommendations for student programs, faculty participation, related programs, products, and dissemination activities are also provided. (NRB)

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THE ALMA COLLEGE CAREER PREPARATION PROGRAM: A REPORT OF PROGRESS III

June 1, 1979 — June 30, 1980

PROGRAM UPDATE/RECOMMENDATIONS

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Daniel W. Behring

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1980
ALMA COLLEGE

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PREFACE

This publication is the fourth in a series of reports on the integration of Career Preparation with Liberal Arts study at Alma College. This concept, quite controversial when Alma College took leadership for this idea in 1976, is now widely accepted by colleges and universities and has received philosophical and monetary support from numerous foundations and national education associations. When Alma College made this commitment to integrating career preparation with liberal arts education, the staff expected that it would become a program of national interest, and this indeed has happened. A broad range of colleges and universities have utilized Alma's concepts and materials, and Alma's staff has served as consultants to other colleges both off and on campus. In July of 1980, the third annual conference on Career Planning and Placement in the Small College will be held at Alma College and will bring participants from all geographical areas of the United States.

This report details the major activities of the past twelve months, including the development of new programs. As a final program progress report, it also reviews those programs which have become integrated into the college's functions.

BACKGROUND AND OVERVIEW

The Alma College Career Preparation Program began in 1976 with a grant from the W. K. Kellogg Foundation. The purpose of the grant was to enable students and faculty to develop comprehensive programs and activities that would assist students meet their career planning needs and integrate the study of liberal arts with career preparation.

The goals and objectives of the program described in the previous two reports (Behring, 1978, 1979) grew out of a conference of faculty and staff members of Alma College held in August 1975. The consensus at that conference was that career preparation services at Alma College needed to be strengthened and integrated with educational programs. Through the assistance of the W. K. Kellogg Foundation, a comprehensive approach to assisting faculty and students was developed. The programs, services and activities and the changes which have taken place during the past three and one-half years will be described in this report.

During the first year of the program it became clear that the opportunity for students to engage in study-related work experiences was becoming more important. Thus, with the aid of the U. S. Office of Education, formal practicum procedures were developed to permit students to obtain work experience for credit as part of their graduation requirement.

Throughout the program, in addition to providing quality services and programs, an important goal was to integrate career planning activities into the advising process. The report will describe the process of working with faculty advisors throughout the last 3½ years and the status of the faculty's attention to the career needs of students today.

The previous three reports have described goals, objective, and the

programs and activities designed to accomplish them. The second and third reports present both summative and formative evaluations that provide the basis for retaining the programs and activities that now may be described as comprising the Alma College Career Preparation Program.

This report then will review what has taken place with the established programs during the past 12 months, describe new initiatives, and review the outcomes of two faculty and staff conferences held to assess the impact of the Career Preparation Program and suggest future programming.

MAJOR STUDENT ACTIVITIES AND PROGRAMS

MODULES

As described in the 1979 report, the format for offering students an opportunity to engage in self and career exploration, prepare for placement activities, and develop appropriately related communication skills has undergone a series of changes. In the years 1976 and 1977, freshman enrollment was high. Three program factors are believed to be related to the high enrollment:

1. During these two years, all freshmen were required to attend an orientation session.
2. If a student wanted to receive assistance with career planning it was necessary to be enrolled in the workshop programs to be assigned to a faculty member prepared to give this assistance.
3. The staff of the program offered as many as eight sections of the same workshop, reducing the potential conflicts with other student activities.

It was determined during the 1977-78 school year that many upperclassmen wanted to enroll in beginning workshops, (the workshops had been sequenced so that students would proceed through them as they continued in college), and that freshmen also wished to pursue the more advanced workshops. Thus, for Fall 1978, it was decided to let any student enroll in any workshop. Therefore, freshmen were no longer required to enroll in the program during their freshman year.

This fact along with the transition from a small cadre of faculty being special career advisors to the whole faculty being expected to assist students with career planning reduced enrollment in the program in the Fall of 1978. While all students were administered the Planning Activities and Skills Survey and the Strong Campbell Interest Inventory during orientation as freshmen, it

was no longer necessary to be enrolled in the workshop program to have them interpreted. All faculty members received training in how to use the tools and the cadre of specially trained career advisors no longer linked student, workshops and advising. The workshops thus became a resource to which faculty members could refer students. The effect that these procedural changes had upon enrollment in the formal program can be seen in Appendix A, Schedule of Participation.

As students and faculty members indicated that it would be easier to fit regularly structured workshop activities into class schedules, the original workshops were combined into a modular program. Under the new format, modules were offered for a seven-week period. Students who enrolled in a module met twice each week for two hours each time. The development of the modular program is seen in Appendix B.

The new format offered in Fall 1979 resulted in 70 new students enrolled in the program activities of Module 1, which is made up of three former workshops. Thus, enrollment or participation has decreased among new students during the past three years. It appears, however, that students are benefiting by their contacts with their faculty advisors and remain quite career conscious. That career preparation remains a concern of students is evidenced by the number of seniors involved in the senior pre-term module--133 in the Fall of 1979. (See Appendix A.) The following Appendixes display materials used in introducing the modular program:

Appendix C	Introductory Note for New Students
Appendix D	Description of Modules
Appendix E	Memorandum to Faculty
Appendix F	Update Notice to Students

As the modular program was first introduced in Fall 1979, students were asked to evaluate the new format. The results, as in the past, were quite positive.

The results of this evaluation along with student comments may be found in Appendix G. It is also important to note that during the period of time in which these workshops were being designed and revised, 1540 students were eligible to participate as new students. As of this date, 845 or 54% of these students chose to participate in one or more of these formal programs. This level of participation has had broad impact upon the career consciousness of the students and faculty.

As indicated above, the ability of the content of the modules to meet stated objectives was reviewed in previous reports. The modules are currently being prepared for distribution and will be made available upon request to the 468 names currently on the mailing list of people who have requested information.

CAREER INFORMATION CENTER

Since the start of the Career Preparation Program, 7638 student visits to the Career Information Center have been recorded. This figure indicates that this resource has played a vital role in the career awareness of Alma's students. In 1978, the SIGI program was added to the College's career resources. Its popularity and usefulness is noted in the fact that usage figures have increased 26% over a one year period. The Michigan Occupational Information System (MOIS) continues to be used by college and high school students. Two more remote terminals have been added to the system so that in addition to linkages with eight high schools and an area career resource council, Alma's program serves an area community college as well.

To keep current with changes in the classification system of occupational information, the staff of the Center has revised the filing system. All material is now catalogued according to the new Dictionary of Occupational Titles using the new work group designations.

CAREER CONSULTANT NETWORK

Since the publication of the last report, computerization of the Career Consultant Network has been completed. Over 300 alumni, parents and friends of the College have volunteered their services to aid students in their career search and faculty in their curriculum development. Computerization of the consultant information allows ease of identification and access to these professionals by such factors as major, employer, geographical area, occupational title, etc. The file was updated prior to computer entry of information. Student use, while low, continues to increase. Volunteers included in the Career Consultant Network are also called upon to participate in the Career Exchange program. Career Exchanges are arranged during Homecoming and Parents Day each year. An evaluation of the 1979 Homecoming exchange is included in Appendix H. These programs require a great deal of coordination, but the benefits go beyond the individual students to affect College development work and Admissions activities. This is an activity which will continue to be arranged and strengthened.

A slight variation of the Career Exchange was attempted during March of 1980. Under the usual program, students request to meet with a consultant in a certain field and the staff of the program arranges the campus interview. In the March program, students and faculty in academic departments were encouraged to utilize consultants in a preferred field of interest. The students and faculty from the departments of Art, Business, Biology, Chemistry, English, Physics, and Speech chose to participate. This approach is effective in that it involves the interest and ownership of faculty and students.

The Career Aide Program was started in the Fall of 1978 to provide assistance to the program staff with the operation of the Career Exchange and to provide students on campus able to help their peers with career plans. During the Spring of 1979, twenty new aides were selected, and these students

participated in a formal training program held over several weeks to introduce them to techniques in helping others and to the career planning resources available to students. Each Spring a new group of students are selected and given special training so that they may be of assistance to other students. A goal of the program is to provide one Career Aide for each residence hall floor to work in partnership with the Resident Assistant on that floor. In March of 1980, twenty students were selected and participated in a joint training program with new Resident Assistants to teach them to be effective helpers. The format for the training program and evaluation results are found in Appendix I and Appendix J.

In addition to general helping skills, the Career Aides are also trained to utilize the resources of the Career Information Center, including the SIGI system, so that they may assist other students. Each Career Aide is required to do a complete research on an occupation and the materials then become a part of the Center's permanent file. The checklist used by the Career Aides can be examined in Appendix K. Career Aides assist with program research, staff the Career Information Center weekends and evenings, and assist in running the workshop modules.

PRACTICUM PROGRAM

The number and the quality of practicum programs continues to increase as has been the case since the formal program was adopted by the faculty. During the reporting period, 274 practicum interviews were held and 76 practicums were arranged. The topics of the practicums ranged from writing for Michigan Natural Resources magazine to working in post-cardiac rehabilitation at the University of Toledo and studying the role of women in Jamaican society. In addition to the practicums arranged by students and faculty members, the Practicum Coordinator provided students with information on 20 competitive

practicum opportunities. Several of these are nationwide opportunities, but others have been developed locally and the list is included in Appendix L to provide other colleges and universities with ideas that might be applicable to their region. Continued efforts will be directed toward providing more regular practicum opportunities for students in academic areas where it is difficult to relate undergraduate study to work opportunities. The practicum program received formal review by the Educational Policy Committee of the College during this period. The program was recognized as important to student academic progress and recommendations were made for ways to further strengthen the program.

The effect that broad opportunities for students to explore careers and assess their skill development along with a very well developed advising program is having upon students can be seen during the placement process. As indicated in previous reports, every senior is interviewed prior to establishing a credentials file and is required to complete the Senior Placement Readiness Questionnaire (SPRQ). The previous report detailed this questionnaire and the relationship of scores on this tool to CPP participation. In a Spring 1979 evaluation it was found that participation in the CPP by students not satisfied with their occupational choice upon entry resulted in those students' increased participation in career planning activities and a higher level of reported skill development. In May of 1980, a comparison of the self report scores of graduates of the classes of 1979 and 1980 on the SPRQ was made. In 55 out of 60 activity and skill areas, the class of 1980 reported a higher level of development. Table 1 reports the results for career development activities and Table 2 the results for the self-assessment of skill development in problem solving and decision making. A review of the two tables gives support to the assessment that Alma's students are becoming more career conscious and more skilled in decision making techniques. The class of 1980 also reported a higher

level of skill development in written and oral communication.

Table 1

CAREER DEVELOPMENT ACTIVITIES

Mean self-ratings for graduates of the classes of 1979 and 1980 of the extent to which they participated in career development activities as students. Rating scale used was 0 times = 0, 1 to 3 times = 3, 4 to 9 times = 5, 10 to 15 times = 7, and 16 or more times = 9.

Class 1979 n=141	ACTIVITY	Class 1980 n=157
2.09	1. Written a letter asking for career information.	2.04
2.10	2. Participated in a workshop or other group session designed to teach career decision-making, or other career planning skills.	3.17
2.87	3. Had a work experience (for pay or not) related to your general career interests.	3.14
1.66	4. Prepared and submitted a resume as a part of applying for a placement (job, school, volunteer).	2.03
1.36	5. Taken part in an interview for a placement related to your general career interests.	1.57
1.82	6. Written a letter explaining your qualifications for a placement.	1.63
2.13	7. Used sources of occupational information such as computer career guidance systems, the Occupational Outlook Handbook and other printed materials.	2.45
3.76	8. Sought out individuals working in an occupation that interests you and asked them about their work.	4.09
2.29	9. Identified an actual job that matches your needs, interests, and values.	2.84

Table 2

PROBLEM SOLVING/DECISION MAKING SKILLS

Mean self-ratings for graduates of the Classes of 1979 and 1980 of the extent to which they have developed problem solving and decision making skills.*

Class 1979 n=141	PROBLEM SOLVING/DECISION MAKING SKILLS	Class 1980 n=157
5.43	1. Inductive reasoning: The ability to take specific sets of information and to generate or conceive of general concepts which give structure and meaning to the information; that is, finding a general concept, principle, rule, or hypothesis to explain a set of specific instances.	6.38
6.00	2. Organize information: Sort objects; sort data, rate, rank; develop classifications.	7.14
5.62	3. Deductive reasoning: The ability to take given premises and reason to their necessary conclusion.	6.55
4.56	4. Occupational alternatives: Applying knowledge about oneself to information about jobs and employers in order to locate a variety of positions that match one's characteristics.	5.59
5.08	5. Implementing plans: Initiating, guiding and evaluating a strategy to implement a solution; monitoring results against standards of quality, quantity and completion time; modifying plans as necessary.	6.20
5.75	6. Generating alternatives: Produce a wide-range of solutions for the problem at hand including novel and original alternatives.	6.20
5.49	7. Planning: Organize known facts and estimates of human and material resources into a strategy to implement the chosen solution to a problem.	6.67
6.12	8. Decision making: Gather information and weigh costs and rewards of alternative solutions to a problem, and choose the best course of action in terms of relevant criteria.	6.87
5.21	9. Differentiation: Ability to define and assert one's level of responsibility for problem solution/decision making: for example, to refuse to solve problems beyond one's ability or interest.	5.88
5.37	10. Defining problems: Assessing the full range of needs, weighing the importance of these needs, and describing a goal state in which the needs would be met in the order of their importance.	6.37

*The rating scale used was as follows:

Rating		Value
Strength	- I have developed this skill to the point where I feel I could teach it to others.	9
Satisfactory	- I can use this skill at a satisfactory level.	7
Developing	- I have not yet developed this skill to a satisfactory level.	5
Aware	- I am aware that this is an appropriate skill for college students to develop, but I have not yet begun to develop it.	3
Unfamiliar	- I am unfamiliar with this skill, and so I cannot say what my skill level is.	1
Uninterested	- I don't feel it is necessary for me to develop this skill.	0

ADVISING GUIDE

The Advising Guide described in Report of Progress II has received additional revision. The guide now incorporates the goals for a liberal arts graduate, developed by the faculty, so that they can be reviewed during course planning and advising. All faculty members now receive an Advising Guide for each new student.

NEW PROGRAMS

During the period since the last report, two new programs have been initated that can assist students with their career growth.

RESIDENCE HALL SIGI PROGRAM

During the Fall of 1979, students and staff expressed interest in having available more counseling services to students. A program was planned that involved instructing head residents in the use of SIGI (System of Interactive Guidance and Information) as a vehicle to get student group discussion stimulated about plans, values and overall decision making. After the training, two Head Residents conducted group programs within their residence halls. Head Residents will continue to be trained in the use of SIGI and plans are to make available a portable SIGI terminal to residence halls in the 1980-81 school year. This additional program encourages students to think about their career plans, and its location within the residence hall creates an opportunity to effect more people.

JAMAICA PROJECT

In cooperation with the chaplain, the staff of the Advising, Counseling and Career Development Center sponsored a service/learning program in a small village in Jamaica. One purpose was to provide students with a cross-cultural experience against which they could assess their own values. Career Development

activities were built into the program, and 20 of the 25 students worked out an indeperdent study or practicum in conjunction with the village development activity. Plans are to attempt to develop a permanent relationship with an ongoing village development in a cultural setting other than the United States so that students may be provided with a living laboratory where they can test their skills and evaluate their decisions, while being of service.

RECOMMENDED STUDENT PROGRAMS

After four and one-half years of evaluating the changing programs, designing new approaches, and considering staff and student time, the following basic programs are recommended as being able to provide a high level of career consciousness and serious planning among students. Please refer to a Report of Progress II for additional recommendations for a model program.

1. An effective orientation for new students as to the process and benefits of taking responsibility for planning and evaluating their programs should be designed.
   a. Pre-registration materials sent to student homes about their responsibility in advising and the career planning resources available to them. This mailing should include a procedure by which the student makes initial interest commitments as well as designates probable areas of study and desired field from which he/she would like an academic advisor.
   b. An effective group orientation for parents and students once they arrive on campus. This orientation should describe the career development process and how campus programs can be of assistance. Where possible, demonstration of services and programs through audio-visual techniques should be conducted.

2. An effective pre-classes assessment procedure should be defined and the material provided to the advisor to assist in course and career planning. At Alma College, the faculty member has these materials available:

   ACT or SAT Profile

   Strong-Campbell results

   Results of Alma-designed Planning Activities and Skills Survey

   Summary of high school performance

   Results of college placement tests

   Student self report of special interests and needs

3. A quality structured workshop program should be provided that can be used as a referral resource for faculty or direct enrollment by students. These workshop programs should assist students to clarify personal characteristics, understand the organization of work, and develop those skills necessary to find appropriate placement. The workshops should be provided for everyone from freshmen to seniors. The content of the Alma program is offered as a model.

4. A multi-media career information center should be provided. Evidence at Alma College suggests that if a variety of ways to search career materials is provided, use will be high. Computerized guidance systems have been a significant addition and provide a variety of opportunities for creative programming.

5. A variety of opportunities should be provided for students to meet with professionals from a variety of career fields.

   a. Career Exchanges where friends, parents and alumni are brought to the college based upon student requests have received very positive evaluations. A key to a successful program appears to be getting the student to commit to an interest area rather

than provide opportunities where students may meet practicing professionals without the students' prior emotional involvement.

b. Academic departments should be provided an opportunity to request consultants who they believe can complement their programs. Again, the key to successful programs is ownership of the idea and the program by the faculty and students you hope to serve.

c. Of broad benefit to students, faculty, and the College is a resource list of willing consultants. This is not only a career program but an effective college relations tool. It is an appropriate way to provide professional contacts with students as the consultants who have volunteered their time have an emotional investment in the program.

6. Quality work experience, for credit, should be provided students. Students who participate in practicums have demonstrated greater satisfaction with their educational and occupational choice. It is also becoming evident that employers are considering internship and practicum experiences as positive factors in evaluating candidates. Professional schools also view experience in the chosen field as an important indicator of seriousness of intent in the career field.

7. Assessment procedures should be provided so that the student and advisor can determine the student's progress toward student and institutional goals. The Alma College Advising Guide provides such a system, and it is recommended as an appropriate model. It is a valuable tool wherein the student's career plan can evolve. Seniors should, in particular, be provided an opportunity to review their placement readiness. At Alma, this has taken place very effectively in the context of the senior interview. All seniors are interviewed regarding their placement plans, at which time the Senior Placement Readiness

Questionnaire is reviewed. If a senior's weaknesses are revealed, the student can work on improving those weak areas prior to graduation.

A variety of other environmental factors can cause a program to succeed or fail. Listed below are some factors which create an environment in which an effective career development program can be nourished.

1. All faculty members serve as advisors.
2. Faculty members are sincerely interested in the outcome of a student's education and therefore are willing to experiment with new ideas.
3. Positive administrative support exists philosophically and financially.
4. A broad range of academic support programs must exist to assist students who may experience academic difficulty.
5. Staff skill and dedication must be exemplary. Critical to effective program design is a staff willing to evaluate, redesign, and tolerate ambiguity.

It is important to note that an effective program will be involved in change and thus new programs may be added and others dropped. The above programs, however, are offered as a basic foundation, necessary for any effective career preparation program.

FACULTY PARTICIPATION

BRIEF HISTORY

Twelve faculty members initially volunteered to participate in the first phase of the development of the Career Preparation Program. These 12 faculty members participated in special workshops designed to assist them become more effective career counselors. At the start of the program, they were referred to as career preparation coordinators. In the Fall of 1976, this number had grown to twenty-two (22), and by the Fall of 1977, forty-one (41) faculty

members had participated in special career preparation workshops. These workshops introduced them to the theory and practice of career development, assisted them with counseling skills and helped them become familiar with the resources available to them at Alma College. Based upon the advice of the 41 faculty members, the Fall 1978 pre-school conference was designed as a time when all faculty members would become involved in the process of helping students with career planning and be skilled in the resources available to them on the campus. The format for that faculty conference was reviewed in Report of Progress II.

FORMAL WORKSHOPS

During the 1978-79 academic year, changes were made in several of the workshop modules. Also, the 1978-79 school year was the first year that all faculty members were expected to consider the career planning needs of their advisees. A new computerized guidance system was also added to the Career Information Center. For these reasons and to provide an opportunity for faculty members to strengthen their understanding of program elements not clear to them, another Fall pre-school workshop was held in August 1979. The format for that workshop can be seen in Appendix M. A review of the workshop format indicates that faculty members were able to choose from a wide variety of skill building sessions. It should also be noted that administrative staff were included in these sessions thereby getting greater campus review and understanding of the program.

As part of the 1978 faculty workshop, preliminary planning took place for a conference to be held in the spring of 1979. This conference was to be a capstone program for the efforts generated over the past 3½ years through the support of the W. K. Kellogg Foundation. After much preliminary planning with faculty members, a conference was planned for June 4-6, 1979. The title of

the conference was "Liberal Arts Education: A Reflective Consideration of Choices." The goals for the conference and post conference activities are described in Appendix N. The actual topics and conference program can be reviewed in Appendix O. Faculty members were encouraged to make site visits the third day of the conference, and six chose to do so. A group of 95 persons made up of faculty, consultants, administrative staff including the President and chief executive officers were involved during the three-day conference. Twenty-two consultants were brought to the campus by faculty members. The two keynote speakers, Dr. Earl McGrath and Dr. John Minter, well respected in higher education, provided important ideas and crisp evaluations of the College's efforts to integrate career preparation with the liberal arts. Their comments served as a background against which the faculty and staff could consider the position of Alma College. Additional background for the conference was provided in the form of a position paper prepared by the Provost and the Vice President for Student Development. This document, in its original unrevised form, is found in Appendix P. Prior to the conference, faculty departments were asked to submit outlines of programs currently sponsored that support the career development of students. Representative outlines may be reviewed in Appendix Q.

Faculty members were encouraged to bring consultants to the conference to assist them in thinking about program development. Faculty members were encouraged to review current programs and future needs. The following questions, suggested by the Department of Sociology, were recommended to all faculty departments as sources of possible discussion with consultants.

1. What kinds of job opportunities are available for majors, and what kinds of skills are necessary to get these jobs?
2. What do you see as curricular changes necessary to meet the job market for sociology in general and our curriculum in particular?
3. What kinds of opportunities do you see for practicum placements?

4. What is your impression of clinical sociology and how does this fit into the future of sociology?

5. What is your perception of the discipline and what the future holds? What adjustments are indicated?

6. What are your reactions to our Career Preparation Program and what the department is doing in it?

The response of one group of consultants was formalized as a handout and distributed at the conference. The reactions of the consultants to the History Department is included in Appendix R.

One important objective of the conference was to clarify an Alma College concept of career development in relation to the liberal arts and to relate to this position paper the many current Alma programs. The briefing paper distributed prior to the conference was to be revised, based upon faculty comments and recommendations after the conference. Approximately 50% of the departments have submitted an evaluation of their current activities, described possible direct entry fields for students, and have made suggestions regarding the appropriate relationship between career preparation and the liberal arts. A sample of the post-conference reports may be reviewed in Appendix S. It remains yet an objective of the program staff to provide a summary document. Such a document will set the issues, review the history of Alma College response, and summarize the Alma College position, supported by examples. Several approaches to presenting ideas and information on this very important topic are still being compared.

The June conference provided, for the first time, an opportunity for the administrative staff to review the career preparation activities of the past 3½ years. In assessing the current programs the staff felt that the program had direct positive measurable outcomes in the following areas.

Outcomes directly related to career preparation activities are:

1. High level of placement.

2. Nature of placements of high quality.

3. Better alternatives are available for students.

4. Work experience on and off campus integrated with education program while a student.

5. Effective student work habits.

6. Self-confidence.

7. Student planned educational programs.

Other outcomes that may be more related to Alma College's total program are:

1. Enhanced life.

2. Leadership experiences.

3. Interpersonal/social learning.

4. Confrontation of the spiritual and religious in one's life.

5. Problem solving and research skills.

There was consensus among the staff that career development was not an add-on program but an integrated approach with the academic preparation of students. Figure 1 presents a summary of the items defined by the staff as indicating that an integrated approach was in place. A review of this broad range of activities indicates the comprehensiveness of the current emphasis.

The staff members were also asked to consider future programs and ways in which the gains that have been made would be continued. The following recommendations were made:

In terms of the future, it was suggested that the following should occur:

1. A move into the world beyond the campus.

2. More external connections for our faculty, staff and students so as to emphasize the fact we are addressing the post industrial issues.

3. Creative development time for our faculty and staff.

4. Investigate non-traditional leave and other professional development activities for faculty and staff.

5. Develop opportunities for additional outreach programs-- "whole world" emphasis.

FIGURE 1

EXAMPLES OF A TOTAL CAREER DEVELOPMENT APPROACH

RESOURCES	FACULTY/ACADEMIC PROGRAMS	WORKSHOPS	WHAT WE DO ON CAMPUS
Career Information Center	Practicums	Career Information Workshop I	Career Exchanges on Parents Day and Homecoming
Faculty stipends for workshops and travel	Use of consultants in classroom	Occupational Information Workshop	Students completing practicum in a campus office
New advising tools including skills assessment devices	Increased required oral presentations	Career Exploration Workshop II	Style and approach of the way in which we go about our business (our own development)
Network of alumni and friends who may be called upon by faculty and students	Greater requirements for written communication	Communication Skills Workshop I	Bringing significant persons in their fields to the campus
Increased corporate contact by faculty and staff	Faculty visitations to work sites	Communication Skills Workshop II	Awareness of trends in various fields and higher education through a variety of means
Members of the Board of Trustees	Development of department advisory boards of professionals	Letter Writing	Recognition to outstanding practicums and professional achievement
	Encouragement of student solution to area problem in several departments	Practicum Planning	
	Effective career advising	Senior Sequence	
	Faculty members as career consultants to high schools in areas of their expertise		
	Increased applied study programs during the intensive term		
	Profession related applied research by students encouraged		

In regard to how to consolidate current gains, the staff suggested the following be implemented:

1. An improved format to portray to the campus and other constituencies the faculty developmental activities in support of the career development of students.

2. New marketing tool for Admissions that demonstrates the career/life development process at Alma and how it ties in with liberal education.

3. Develop a means whereby the information we have regarding the nature of the entering college students is regularly updated and discussed.

4. A systematic way to give more visibility to significant department achievements.

5. Consolidate and continue to support those effective career development activities that have made this integration possible.

The spring conference effectively brought faculty and staff to consider together the critical importance in addressing the career development needs of students. It also served to demonstrate the quality level to which the faculty and staff had developed programs. Several recurrent themes were present during the conference, and these should receive attention in any further program development. Staff and faculty both indicated that we need to find additional creative ways to help students focus upon value consideration as they address current and controversial societal issues from their occupational perspective. Many conference participants also expressed that time and funds were needed for faculty and student research and integrative experiences. Such opportunities would be valuable career development activities.

COLLABORATIVE EFFORTS

As can be seen by the content of this report, faculty members have actively sought to consult colleagues and consultants from beyond the campus. More than 30 consultants were brought to the campus during this reporting period. With the consultants who came for the Career Exchange during the Winter term 1980, the figure approaches 45. Departments who invited consultants to the campus during

this reporting period include Art, Biology, Business, Chemistry, English, Music, Mathematics, Physical Education, Physics, Speech, and Theatre.

A variety of off-campus trips have been made by faculty to hospitals, industries, service agencies, and high schools. Of particular note is that one faculty member from foreign languages has visited 71 high schools and spoken to over 5700 students on foreign language and career planning. Also in the Spring of 1980, three faculty members participated in a professor-in-residence program for two days at Chrysler Corporation offices in Detroit.

There is continuing interest among the Alma College faculty to utilize consultants and to make off-campus visits as this activity is viewed as beneficial to students and their own professional development.

SUGGESTED FACULTY WORKSHOP TOPICS

Over the last three and one-half years a great variety of topics have been included in faculty workshops. A key consideration in planning any workshop is the ability to assess the interests, desires and readiness of the faculty. For that reason it is important to have an advisory committee with whom plans may be reviewed. The advisory committee may be formal or informal, but should not be neglected. The list of topics that follows are recommended based upon their assessed importance to the faculty during the development of the Alma College Career Preparation Program. The suggested topics appear in a chronological order that parallels the growth of the program. Another key to remember is that, whenever possible, provide an opportunity for faculty members to experience activities which will be available to students. Doing so builds trust and greater understanding.

Suggested topics:

What is the College's current mission as revealed in any long range plans, statements of objectives, etc.?

What are the characteristics and expressed needs of entering students?

What is the marketplace like for college graduates (employers and graduate schools)?

What is the placement record of your college?

What do developmental theorists say about the growth of college students?

What are current career development theories?; decision-making theories?

Time for debates on career education and liberal arts education.

An introductory experience to procedures and materials to assist students with career planning:

- Workshop activities
- Assessment tools
- Sources of career information
- Work experience

Techniques for students and faculty to make contact with practicing professionals.

Comments by employers--what they look for in new employees.

Definition of transferable, self-management, and content skills with time for each department to assess skills developed within the department.

Time for faculty members to make group visits to practicing career professionals.

Problem solving searches utilizing the Career Information Center.

Understanding the organization of work within our culture and within a major employer.

Opportunity to invite recent alumni to return and review current programs and classroom materials.

What are the elements of good advising.

Adequate time for faculty members to understand materials and procedures to be used for program.

Role playing opportunities to practice advising skills with colleagues as critics--using actual career planning tools and resources.

Periodic update on goals and progress of the program including student evaluation.

The nature of effective oral communication skills.

The nature and functions of groups (working as a team).

Time for each faculty person to review what is needed to improve his/her skills in working with students.

An opportunity for faculty members to interview students who have had a practicum experience.

Again, it should be emphasized that timing of content is a key factor. Faculty members need to be consulted about their desires and interests while new material also needs to be introduced. The following list of questions and statements were offered by faculty members in response to a request, "What would you like covered in faculty workshops?"

What are the characteristics of a good applicant?

What can one do with a B.A. in my field, and how do I go about finding out?

How do I make contacts with fellow professionals?

What are critical stages in students' planning, and how can a student's investment in planning for himself be encouraged?

What kinds of skills should our advisees be developing?

What can we expect each of the CPC workshops to do for students?

When should a student begin a career plan--how do we go about it?

How does one approach students in advising?

Meeting with local area council.

The importance of practical experience--opportunities for our students.

Infusion strategies--outside consultant.

Experiences for faculty members--what and how?

What kind of development should be occurring to a student while at college?

RELATED PROGRAMS

ADMISSIONS

Since the development of the Career Preparation Program, a number of campus programs have been altered to include a consideration of the career planning concerns of students. This is particularly true in admissions where pre-law and pre-med conferences have been extremely successful. These conferences, coordinated by faculty and staff, attempt to involve alumni and are open to high school

students from the state. Appendix T presents the type of skills the visiting professionals are asked to address.

During the reporting period another program was added, the result of student, staff and faculty collaboration. The first "Minority Careers Conference" was held at Alma College. This program, planned to be an annual event, brought minority college and high school students from the state to address issues concerning their career plans and employment opportunities. Programs focused upon motivational issues, decision making, affirmative action, employment trends, special resources for minorities, and educational planning. Over 150 persons were in attendance. Resource people came from state and national offices as well as private enterprise.

HIGH SCHOOL COUNSELORS WORKSHOP

In 1974 a program sponsored for area high school counselors was well received. As a result, during the current year another workshop designed to assist counselors with their efforts was offered at Alma College. The workshop, attended by 25 area counselors and teachers, was described as an "Annual Education Issues Workshop." A program format for the workshop is included in Appendix U.

The college continues to consider effective ways in which its resourses can be of assistance to area high schools beyond already existing computer guidance services described in previous reports.

PROJECT LEARN

Alma College is currently the only four-year college that offers its students the SIGI (System of Interactive Guidance and Information) computerized guidance system. Because of this fact, the College was invited to join other colleges in Michigan to develop, with the support of the Council for the Advancement of Experiential Learning (CAEL) and the W. K. Kellogg Foundation,

services for adults contemplating career changes through additional education. The first step is to find ways to provide easier access for adults to education. The second step will involve adapting the SIGI system to adults involved in the career planning process. This program is another potentially beneficial extension of the career preparation services available at Alma College.

PRODUCTS DEVELOPED

During the current reporting period a variety of products have been developed and revised.

1. Modular Workshops
   - Leaders Guides
   - Student Worksheets
2. Placement Manual
3. Placement Recruiter Brochure
4. Advising Guide
5. Career Consultant Network file computerized
6. Career Preparation Brochure
7. Dissemination slide shows
8. Monograph on Career Planning and Placement in the Small College
9. Forty-three minute video tape description of the program plus discussion guide

DISSEMINATION ACTIVITIES

Dissemination activities have been somewhat reduced during the current reporting period, but requests for information and assistance are still received on a regular basis. At the writing of this report, the number of such requests and therefore the number on our mailing list is 483. The following are representative of dissemination activities during the reporting period.

1. Distributed 380 copies of the annual report, Report of Progress II.

2. Presentations at one national and two regional conventions.

3. Answered 42 requests from other colleges for information.

4. Hosted the staffs of four colleges who came to Alma to review our programs.

5. Published a monograph "Career Planning and Placement in the Small College" and distrubuted it to over 200 persons (auspices of ACPA).

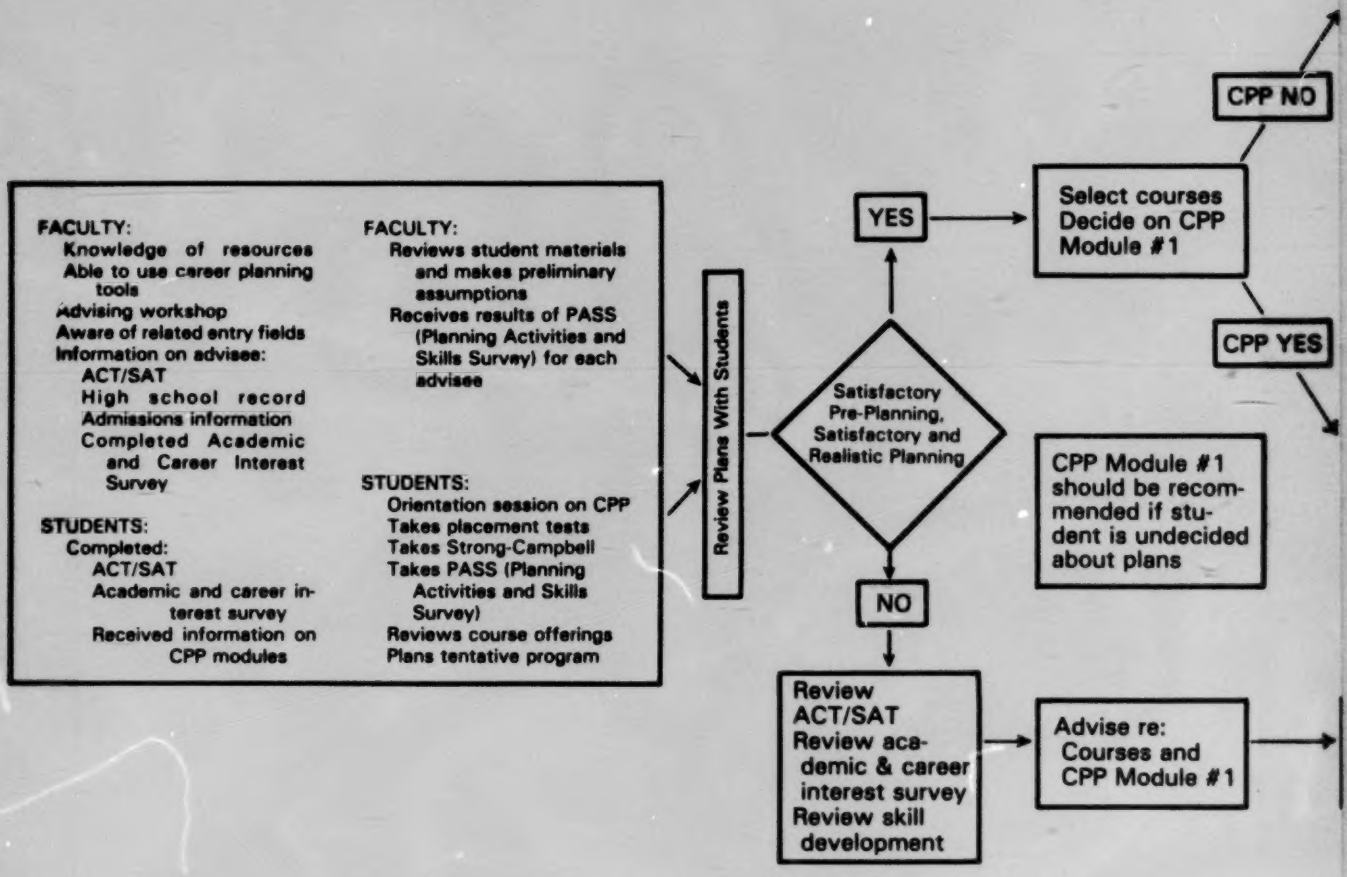
6. Produced a forty-three minute video tape with accompanying discussion guide about the Alma program. Plans are to make copies of this tape available to other colleges.

SUMMARY

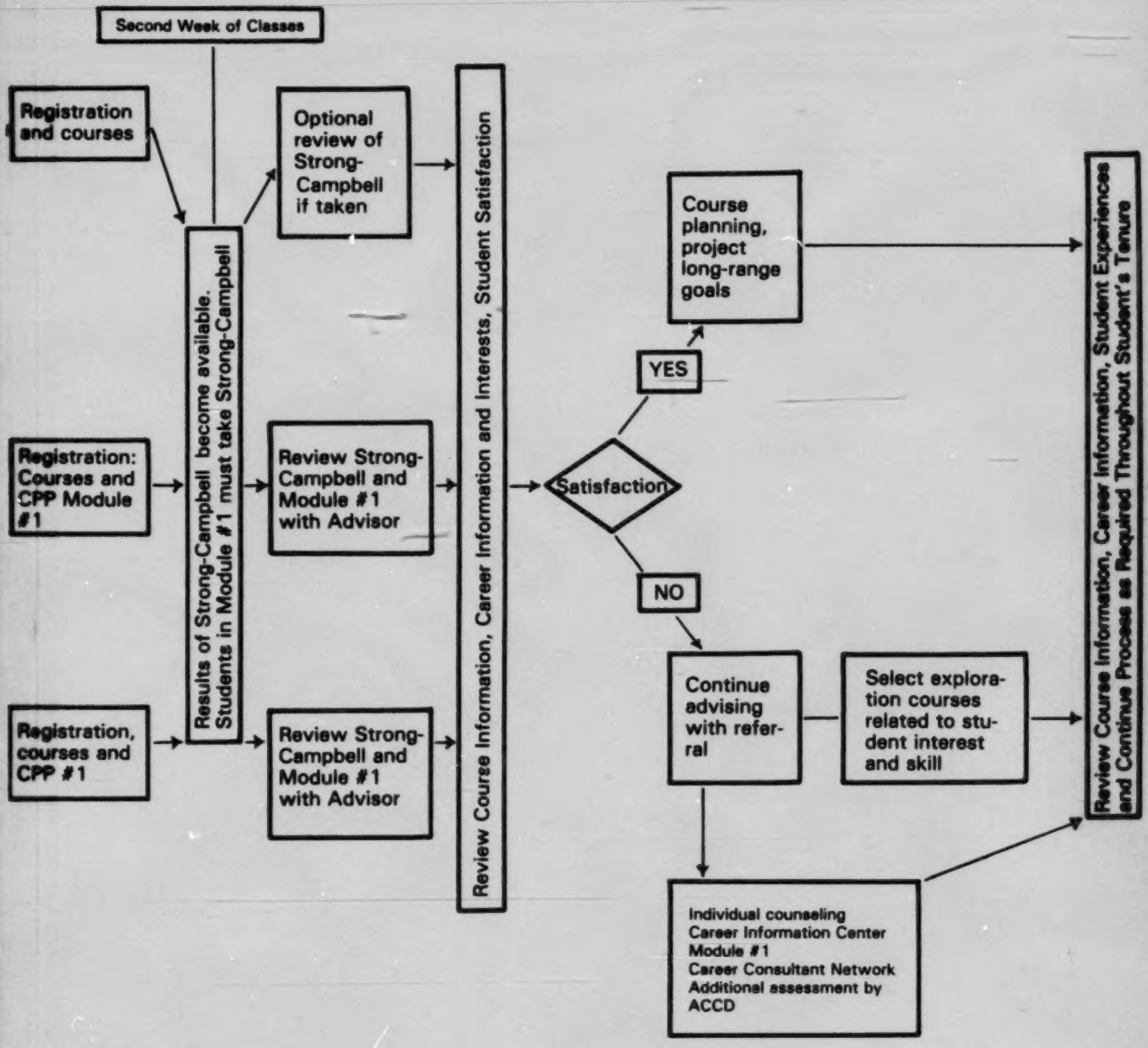
It is impossible to summarize a program as comprehensive as what has developed at Alma College. The most appropriate summary would be to have all three published progress reports. This report is in itself a summary and an update, but the development of the program as well as samples of the tools used in the program are best understood through review of the previous two reports. The video tape and a variety of program products will be announced as being available to other colleges during the 1980-81 school year. For those persons who do not have copies of the previous two reports they are available through ERIC (see references).

In an attempt to summarize the program for students, the following flow chart is offered. In addition, Appendix V describes the academic program choices for Alma students.

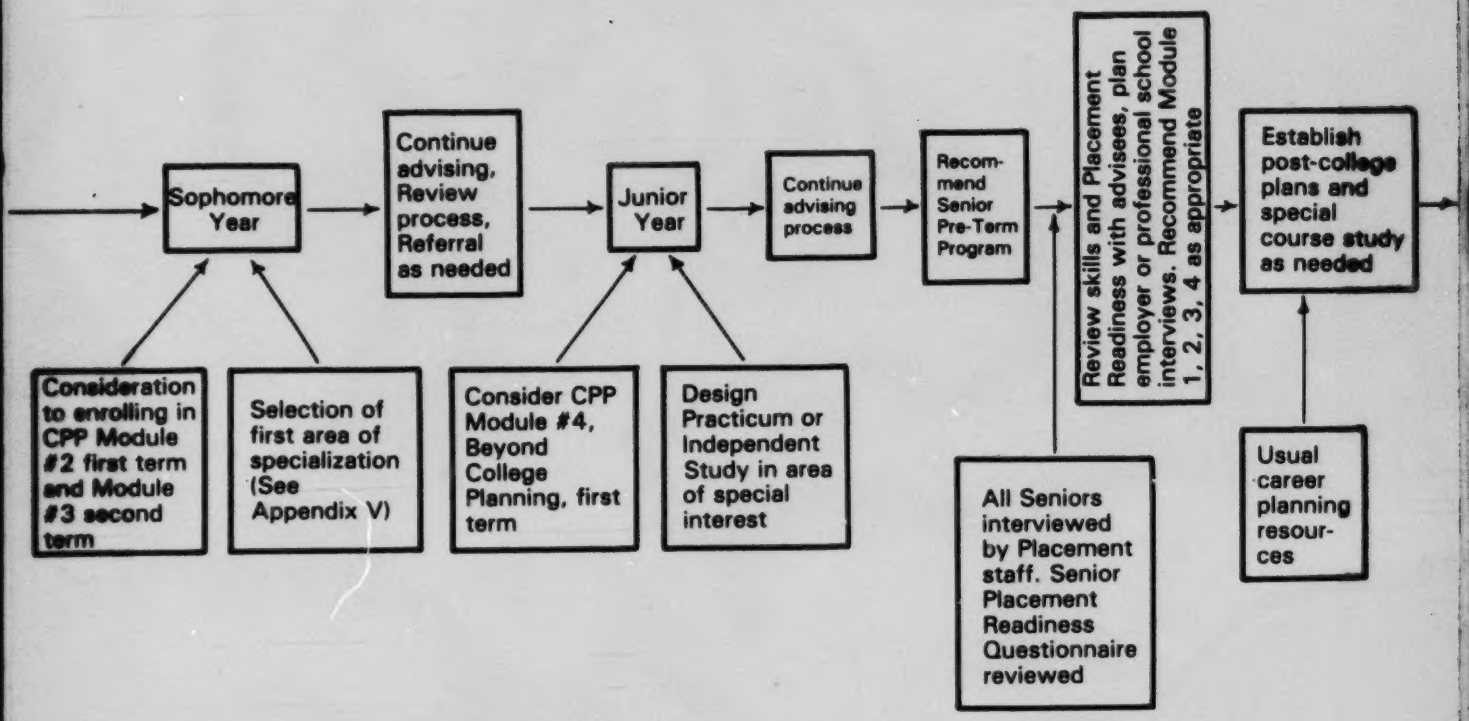
PREPARATION	ORIENTATION	ADVISING



SECOND MAJOR PLANNING PERIOD


Second Week of Classes
Registration and courses
Optional review of Strong-Campbell if taken
Registration: Courses and CPP Module #1
Review Strong-Campbell and Module #1 with Advisor
Registration, courses and CPP #1
Review Strong-Campbell and Module #1 with Advisor
Results of Strong-Campbell become available. Students in Module #1 must take Strong-Campbell
Review Course Information, Career Information and Interests, Student Satisfaction
Satisfaction
YES
NO
Course planning, project long-range goals
Continue advising with referral
Select exploration courses related to student interest and skill
Individual counseling
Career Information Center
Module #1
Career Consultant Network
Additional assessment by ACCD
Review Course Information, Career Information, Student Experiences and Continue Process as Required Throughout Student's Tenure

CONTINUED EVALUATION AND PLANNING


Sophomore Year
Continue advising, Review process, Referral as needed
Junior Year
Continue advising process
Recommend Senior Pre-Term Program
Review skills and Placement Readiness with advisees, plan employer or professional school interviews. Recommend Module 1, 2, 3, 4 as appropriate
Establish post-college plans and special course study as needed
Consideration to enrolling in CPP Module #2 first term and Module #3 second term
Selection of first area of specialization (See Appendix V)
Consider CPP Module #4, Beyond College Planning, first term
Design Practicum or Independent Study in area of special interest
All Seniors interviewed by Placement staff. Senior Placement Readiness Questionnaire reviewed
Usual career planning resources

APPENDIX A

SCHEDULES OF PARTICIPATION: ALMA COLLEGE CAREER PREPARATION PROGRAM

Year	Participation by Classes				Numerical Estimates	
	Freshmen	Sophomores	Juniors	Seniors	Practicum Placements	Total Participants
1975-6	none	Pilot Group I		none	60 (35 actual)	50 (Pilot I) (52 actual)
1976-7	Program Orientation (entire class)	Pilot Group II	Pilot Group I		100 (63 actual)	350 (Freshmen) (267 actual) 140 (Pilot I & II) (132 actual)
1977-8	Program Orientation (entire class)	voluntary continuation	Pilot Group II		115 (60 actual)	350 (Freshmen) (207 actual) 200 (Sophomores) (42 actual) 110 (Pilot I & II) (82 actual)
1978-9	Program Orientation (entire class)	voluntary continuation		Pilot Group II	125 (74 actual)	350 (Freshmen) (108 actual) 50 Soph.& Juniors) (77 actual) 60 (Pilot II) (32 actual)
1979-80	Program Orientation (entire class)	voluntary continuation			135 (76 actual)	350 (Freshmen) (70 actual) 480 (Upperclassmen) (133 actual)

APPENDIX B

CHANGES IN WORKSHOP PROGRAM

STEP 1	STEP 2	STEP 3
DESIGNATED PROGRAM	COURSE SMORGASBORD	MODULES
FR		
CAREER EXPLORATION I	CAREER EXPLORATION I	
OCCUPATIONAL INFORMATION	OCCUPATIONAL INFORMATION	EXPLORATION AND DECISION-MAKING (ANYONE)
SO	CAREER EXPLORATION II	
CAREER EXPLORATION II	COMMUNICATION SKILLS I	
PRACTICUM PLANNING	COMMUNICATION SKILLS II	BASIC COMMUNICATION SKILLS (SO)
COMMUNICATION SKILLS I	LETTER WRITING	
COMMUNICATION SKILLS II	INTERVIEW PRACTICE	PRACTICAL INTERVIEWING AND PRACTICUM PLANNING (SO & JR)
JR	PRACTICUM PLANNING	
LETTER WRITING	GRADUATE AND PROFESSIONAL SCHOOL PLANNING	
INTERVIEW PRACTICE	SENIOR SEQUENCE	BEYOND COLLEGE PLANNING (JR)
GRADUATE SCHOOL PLANNING		
SR		SENIOR PRETERM
SENIOR PRE TERM		
RESUME WRITING		

APPENDIX C

INTRODUCTORY NOTE FOR NEW STUDENTS

ALMA COLLEGE
CAREER PREPARATION PROGRAM

The Career Preparation Program modules are a series of structured workshops and activities that are designed to assist you in planning your academic program while preparing for several career alternatives. The workshops are also designed to teach you a process of decision-making which you may use in activity selection, career decision-making and planning for entry into work or graduate or professional school.

The enclosed brochure gives you an idea of the content of the modules of the Career Preparation Program, plus some of the other services available to all students. Activities are designed for the entire four year period to help students with planning and preparation. As a new student you will have an opportunity to become involved with the activities of the program.

During Pre-term orientation there will be an information session with more detailed descriptions. When you meet with your advisor and discuss your regular course schedule you will have an opportunity to schedule one of the modules.

We hope you will elect to participate in the Career Preparation Program modules if you think you need help with educational vocational planning. If you have a course conflict or do not choose to become involved now, you may do so at any point in your four years at Alma.

Please indicate your preference on the enclosed survey.

APPENDIX D

CAREER PREPARATION MODULES
FALL 1979

Module #1 EXPLORATION AND DECISION-MAKING

Students will meet twice each week in two-hour blocks of time for a total of 20 hours of classroom contact. In addition, assignments to research occupational information using computer guidance systems, occupational files, video tapes, and other materials will be required, resulting in approximately two additional hours of student activity. Brief handouts on interest assessment, decision-making, goal setting and skills assessment will be given to students as content in support of the workshop activities. Students will be asked to make an appointment with their advisors to review their materials and decisions. As a result of this module, students should be able to analyze their experiences, skills, needs, interests and values, and evaluate occupational alternatives in relation to these personal characteristics. They should also develop skills in using a wide variety of career planning tools and realize the importance of active career decision-making. Blocks to decision-making will also be reviewed, as will factors that affect decisions, including sex stereotyping. Pre and post workshop evaluations will be given to help students assess their new learning. A major portion of the student's Personal Profile will be completed during this module. This module should be taken by all students who are uncertain or dissatisfied with their career or educational choices.

Module #2 PRACTICAL INTERVIEWING AND PLANNING

Students will meet for seven two-hour sessions for a total of 14 hours in the classroom. In addition, four hours of laboratory practice time with video tape replay will be scheduled for students desiring to develop their interview techniques. Students will also be required to conduct two informational interviews using the Alma College Career Resource Network or sources of their choice. This would add approximately two to three additional hours of student activity. Developing a skeletal practicum proposal through these informational interviews will be a requirement of this module.

As a result of this module, students will have learned and practiced basic interview techniques. Keys to successful interviews will be discussed, sample interview topics will be viewed, and students will practice interviewing using actual employer materials. The skills developed will be utilized in arranging and carrying out informational interviews. Students will also learn how to identify possible practicum and work sites using an informational interview and develop a practicum proposal that is related to his/her interests, skills and academic preparation. Students will have an opportunity to discuss previous practicums, learn how to arrange a practicum, and complete the necessary procedures for obtaining credit. Students must have an appropriately completed Personal Profile to participate in this module.

Module #3 BASIC COMMUNICATION SKILLS

Students will meet for eight two-hour sessions for a total of 16 hours in the classroom. In addition, students will have approximately four hours of scheduled laboratory time available to them to practice oral communication techniques. Students will also be required to search out sources of desired information and compose, send and evaluate responses to inquiry letters. This should require approximately several additional hours of student inquiry activity.

Materials will be distributed to students that will serve as content for the classroom activities. This materials will cover elements of effective oral and written communication, the process of oral communication, and communication and decision-making within groups.

Students will learn about feedback, non-verbal communication and clarification techniques using typical interview situations. They will also learn how to handle questions and take initiative in conversation. Group roles and styles of leadership are also reviewed and practiced. In addition, students will have an opportunity to evaluate their oral and written communication and develop plans to improve weak areas as needed.

One form of communication, the inquiry letter, will be developed, and its effectiveness tested through an active request for information initiated by the student in an area of interest to his/her education program.

Pre and post evaluation tools will be administered to help students assess their new learning. Students must have an appropriately completed Personal Profile to participate in this module.

Module #4 BEYOND COLLEGE PLANNING

Students will meet twice each week in two hour blocks of time for a total of 16 hours of classroom contact. In addition, assignments will require use of the Career Information Center and the development of a resume. There will also be lab time to review graduate and professional school tests. These additional activities should require approximately six additional hours of time.

As a result of this module, students should get an early start on the application process for graduate and professional school or make an early determination of the needs of several potential employers. Through lectures, individual and group exercises the student will be helped to identify and clarify skills as well as assess areas needing further development. Students must have been actively participating in the Career Preparation Program in order to participate in this module.

APPENDIX E
MEMORANDUM TO FACULTY

TO: ALL FACULTY ADVISORS

FROM: D. W. Behring

Beginning in the fall of '79 the workshops of the Career Preparation Program will be offered in a new format. Those workshops that were most related to each other have been combined into modules. Thus, starting in the fall, students will participate in the workshop program by selecting a seven-week module.

Students must pre-register for the modules by entering the module and the section number on their class selection card. The students then will receive class admittance cards at registration to admit them to the program. This same procedure is to be followed for new and transfer students who enter next fall.

The titles of the modules, their meeting places and their times will appear in the class schedule which will be available for pre-registration.

The following is the annual schedule that will be offered each year. More sections will be added as enrollment dictates.

FALL, FIRST SEVEN WEEKS

MODULE #1 CAREER EXPLORATION AND DECISION-MAKING (ANYONE)

Sec. A 2-4 M-W
Sec. B 2-4 T-Th
Weekend Workshop (attend all three) 7-10 Fri., 9-3 Sat., Sept. 22,23; Oct.6,7; Oct.27,28

FALL, SECOND SEVEN WEEKS

MODULE #2 PRACTICAL INTERVIEW AND PRACTICUM PLANNING (SOPHOMORES & JUNIORS)

Sec. A 2-4 M-W
Sec. B 2-4 T-Th

WINTER, FIRST SEVEN WEEKS

MODULE #3 BASIC COMMUNICATION SKILLS (SOPHOMORES)

Sec. A 2-4 M-W
Sec. B 2-4 T-Th

WINTER, SECOND SEVEN WEEKS

MODULE #4 BEYOND COLLEGE PLANNING (JUNIORS)

Sec. A 2-4 M-W
Sec. B 2-4 T-Th

I have attached enough copies of the descriptions of the workshop modules for each of your advisees. Please distribute these when you meet with them for pre-registration for Fall '79.

I encourage you to recommend Module #1 for all students who are undecided or dissatisfied with their current educational or vocational choices.

APPENDIX F

UPDATE NOTICE TO STUDENTS

ALMA COLLEGE

517 / 463-2141

ADVISING, COUNSELING AND CAREER DEVELOPMENT

July, 1979

This year the Career Preparation Program will be offered in modular form. The enclosed brochure describes these modules and the times offered. Please note the ease with which you may take one or more modules to fit your needs.

Our records show that to date you have participated in the workshops checked below:

___ Occupational Information Workshop
___ Career Exploration Workshop I
___ Communication Skills Workshop I
___ Career Exploration Workshop II
___ Communication Skills Workshop II
___ Letter Writing Workshop
___ Practicum Workshop
___ Interview Practice Workshop
___ Graduate School Planning Workshop

Cordially,

Ginny Riser-Schoch
Counselor/Testing Coordinator

cd
Encl.

cc: Advisor

EVALUATION RESULTS
MODULE NO. 1
CAREER EXPLORATION & DECISION-MAKING
Evaluation - Fall, 1979

APPENDIX G

Directions: Please respond to the following statements by checking (✓) the appropriate category. Think of your responses in respect to the effects of the Career Exploration Module.

Indicate which Section you were in:

18 #1 *18* #2 *10* #3

Part I	Strongly Disagree 1 n/%	Disagree 2 n/%	Not Certain 3 n/%	Agree 4 n/%	Strongly Agree 5 n/%
1. I have a better understanding of the importance of active, self-determined career decision-making.			*2/4%*	*39/85%*	*5/11%*
2. I better recognize the various impediments to active involvement in career decision-making.			*6/13%*	*35/76%*	*5/11%*
3. I know theoretical explanations of the stages and styles of decision-making and am able to categorize my own decisions according to these theories.		*1/2%*	*9/20%*	*29/63%*	*7/15%*
4. I am better able to analyze my experiences in respect to my skills, needs, interests and values.		*2/4%*	*4/9%*	*32/70%*	*8/17%*
5. I am better able to describe my skills, needs, interests, and values as they relate to occupational chooices. (45)		*3/7%*	*11/24%*	*25/56%*	*6/13%*
6. I have determined at least five occupations which have or will be investigated further.	*1/2%*	*10/22%*	*14/30%*	*16/35%*	*5/11%*
Part II					
1. I know information sources useful in arriving at occupational choice.			*6/13%*	*28/61%*	*12/26%*
2. I know what is meant by the Worker Trait Group.	*2/4%*	*10/22%*	*14/30%*	*18/39%*	*2/4%*
3. I know the occupational clusters which relate to my career goals.		*4/9%*	*22/48%*	*20/43%*	
4. I know how to use the D.O.T.		*2/4%*	*10/22%*	*24/52%*	*10/22%*
5. I am able to use SIGI.		*2/4%*	*3/7%*	*24/52%*	*17/37%*
6. I am able to use MOIS.	*1/2%*	*4/9%*	*11/24%*	*20/43%*	*10/22%*

7. I am able to define several possible employers of interest to me.	____	6/13%	20/44%	18/39%	2/4%
8. I am able to list alternatives to my first occupational choice.	____	1/2%	12/26%	30/65%	3/7%
9. I am able to use the Career Information Center.	____	____	5/11%	34/74%	7/15%
10. I have completed at least three career exploration guides. (45)	3/7%	17/38%	11/24%	12/27%	2/4%
11. I can define preferred work settings for myself.	____	4/9%	8/17%	29/63%	5/11%
Part III					
1. I am more aware of the influence upon my decisions.	____	1/2%	5/11%	28/61%	12/26%
2. I am more aware of the basic steps of decision-making.	____	____	1/2%	30/65%	15/33%
3. I better recognize the effects of sex role stereotyping in choice of career.	____	3/7%	6/2%	34/74%	3/7%
4. I can better evaluate and rank possible occupations.	____	2/4%	2/4%	39/85%	3/7%
5. I can specify the steps of effective goal setting.	____	3/6%	15/33%	28/61%	____
Part IV					
1. I feel good about my educational future at Alma College.	____	2/4%	6/13%	24/52%	14/31%
2. I would recommend this module to my friends.	____	1/2%	3/6%	33/72%	9/20%
3. I have learned more about myself.	____	1/2%	3/6%	26/57%	16/35%

Part V

1. Please state what you found to be most helpful and useful about the Career Exploration Module.
Representative Comments:
"I found SIGI very helpful. Now I will be able to use the CIC to gain more information. Several things in the lecture, such as the Johari window made ideas that I had more concrete." -- "The use of the Occupational Handbook and the worksheets and discussions on values and needs." -- "Decision-making and finding our skills, interests, values and needs." -- "Most helpful: SIGI; various worksheets; discussion on sex stereotyping." -- "Sex role discussion was excellent. Values clarification and SIGI were very useful." -- "I learned more about decision making, where to go for career information, discussing skills." -- "SIGI" -- "Discussing how to use the Career Information Center." -- "Forces me to do some serious thinking and questioning as to just why I'm here and what I want to get out of my college experience."

2. What was least helpful and of little benefit to you.

Representative Comments:
"Strong-Campbell and the other tests that categorized me into certain jobs." "Going over my values and interests (I knew those already)." -- "It was all helpful. There was really nothing of no benefit. It was good." -- "The first classes--probably because I already knew that I've made my own decisions." -- "Some of the worksheets." -- "Some of the worksheets did not seem to help me learn anything about myself or careers."

3. Which teaching approach did you find of greatest learning value. (Rank order, 1 highest.)

	1	2	3	4	
(38)	9/24%	6/16%	14/37%	9/24%	Lecture
(42)	12/29%	18/43%	8/19%	4/9%	Discussion (large group - more than 5)
(43)	22/51%	12/28%	9/21%		Discussion (small group - less than 5)
(39)	5/13%	4/10%	6/15%	24/62%	Visual Aids

4. Please comment on anything you feel would be helpful for the staff in planning future modules.

Representative Comments:
"Go into more depth. Push the class harder! Don't allow us to get away with easy work--it will not pay off in the end." -- "Very good--Thank you so much for everything!" -- "Perhaps make it more intensified in 4 weeks instead of 7 weeks." -- "More time in the Career Information Center as a group would be helpful so I could have a better understanding of how to use all the information available. The use of more visual aids such as movies would be helpful." -- "To have the times spread out more. The way it was set up it was taking two hours every day on Monday and Wednesday." -- "I think everything went fine. I like the changes made in the last year." -- "Setting up an evening time for the modules. As it is now there are quite a few people who cannot participate because of afternoon classes and labs." -- "More emphasis on using CIC aids." -- "I think there should be more time spent using specific career information and jobs, job opportunities, etc." -- "Possibly doing some ice-breakers with students so that groups are more open." -- "Members of the teaching staff and what areas the students with certain majors went into."

APPENDIX H

HOMECOMING 1979 CAREER EXCHANGE

Evaluation Results

Representative Comments of Career Aides:

What were the stronger features of this Career Exchange?
"Having it in the morning and the afternoon so more could participate."
"Students had pre-designed questions which helped the exchange flow smoothly."
"Willingness of the consultants and students."

What were the weaker features?
"Lack of enthusiasm by the end of the day."
"Not enough upperclassmen participation."

Suggestions for future Career Exchanges:
"Keep groups small."
"Have the Exchange during only one time period."
"Have on Parent's Day, not Homecoming."
"Not so late in the afternoon."

Ratings & Representative Comments of Student Participants:

How do you rate the idea of a Career Exchange? (circle one) 1 2 3 4 5 6 7
poor excellent

average score out of 17 respondents: 6.6

How do you rate the implementation of that idea?(circle one) 1 2 3 4 5 6 7
poor excellent

average score out of 17 respondents: 6.0

The stronger features of the Career Exchange were:
"Being able to talk to someone that is now in the field that I'm interested in is very helpful in knowing what to expect."
He was very informative and was able to give me a new perspective on what is expected of a chemist."
"Individual discussion was very helpful. Many questions were answered."
"I found out aspects of a marketing career I was unaware of."
"I like the idea of using graduates."
"Small groups and good consultants."
"I found it reassuring!"

The weaker features were:
"The day and time were a little awkward."
"Lack of communication of the starting time for the afternoon exchange."
"It didn't last long enough."
"Too early in the morning."

Ratings and Representative comments of Career Consultants:

How do you rate the idea of a Career Exchange? (circle one) 1 2 3 4 5 6 7
poor excellent

average score out of 13 respondents: 6.5

How do you rate the implementation of that idea? (circle one) 1 2 3 4 5 6 7
poor excellent

average score out of 13 respondents: 5.9

The stronger features of the Career Exchange were:
"The human side of this whole endeavor!"
"Students were interested in many areas."
"Good questions from students."
"Well-organized."
"Group was small so exchange of ideas was easy."
"The enthusiasm of the students and career aides."
"Friendliness and co-operation."

The weaker features were:
"Where are the upperclassmen?"
"Could questions have been mailed to us earlier? I could have been more prepared."
"Timing - after game."
"Time factor."
"I talked too much."

APPENDIX I

STUDENT HELPER TRAINING PROGRAM
ALMA COLLEGE
March 21 & 22, 1980

I. Introduction and Theoretical Rationale

This training program for peer helpers at Alma College is based upon five assumptions.

The initial assumption is that the peer group has tremendous potential for influencing growth and development in college students. Brown (1972, p. 31) supports this position when he states that "one of the patent environmental influences on student development is the peer group. . . It's influence is most prominent in changing social attidues and personality. Socialization, as much as information, is likely to have an impact on attitudes toward grades, future aspirations, and life goals."

A second assumption is that all student peer helpers, regardless of campus roles, need certain basic skills and competencies to become effective in their work with students. This training program identifies a number of these skills and has been designed to educate students in their application.

Another assumption is that peer helpers need to examine and understand themselves as persons. They need to know their personal strengths and weaknesses, their skills and limitations, and their personal attitudes and values if they are to become effective peer helpers. Who one is influences how one relates to others. The better helpers know themselves, the better they will be able to function.

The fourth assumption is that skill development occurs best when students are first exposed to a body of knowledge and then given opportunity to integrate that knowledge in their everyday lives. This integration can best be obtained through experiential activities in the training class and practical application in everyday work.

The fifth and final assumption is that a high quality standard training program for all campus student helpers will have maximum impact in affecting the campus environment in positive directions. Student helpers, whether they be R.A.s, Career Aides, Orientation leaders, etc., will be more effective if they have a common core of training which they can utilize in their helping efforts. The potential camaraderie which such a program offers should possitively affect the attitudes and work of the helpers.

II. Training Design and Sequence of Activities

A. Component #1 - The Student Helper's Role. Leaders: Dean Maust and Dr. Pyle
Time: 7:00 p.m. to 8:30 p.m.
Friday, March 21

Goal

Upon completion of this component, the student will both understand and be able to articulate the role and function of the student helper.

Objectives

The student helper will be able to:

1. Define the student helper role as it relates to the mission of the college.
2. Define the specific student helper position.
3. List four alternative campus roles of the helper.
4. Discuss the importance of a helper working on a college campus.
5. List six or more essential competencies necessary to be an effective helper.
6. Give five or more personal examples of responsible, self directed student behavior.

B. Component #2 - Creating the Helping Interation. Leader: Dean Maust
Time: 8:30 p.m. to 10:00 p.m.

Goal

Upon the completion of this component, the student helper will exhibit knowledge and skills related to effective communication and the helping relationship.

Objectives

The student helper will:

1. Demonstrate communication skills including empathy, respect, genuineness, and concreteness.
2. Understand the concepts implicit in a mentoring relationship.
3. Be able to apply basic facilitation skills in helping another person through the process of self-exploration leading to self-understanding.

C. Component #3 - Growing and Developing in College. Leader: Dr. Pyle
Time: 9:00 a.m. to 10:00 a.m.
Saturday, March 22

Goal

The student helper will comprehend human development theory and student development task theory, and will be able to apply the related principles to his/her growth and development as a human being.

Objectives

The student helper will be able to:

1. State and discuss basic human development principles.
2. List three or more developmental tasks common to most college students.
3. Define the six basic components of the student development process model.
4. Relate and compare the concepts of human development theory to his/her individual patterns of growth and development.
5. Relate and compare the concepts of student development task theory to his/her present stage of development.

Break - 10:00 a.m. to 10:15 a.m.

D. Component #4 - Getting There From Here. Leader: Dr. Behring
Time: 10:15 a.m. to 11:15 a.m.

Goal

Upon completion of this component, the student helper will understand the goal setting and objective writing process and its application to developmental planning.

Objectives

The student helper will:

1. Be able to write short-term goal statements.
2. Be able to write long-term goal statements.
3. Be able to identify appropriate objectives for goal achievement.
4. Know and demonstrate the strategies involved in an effective decision-making process.

E. Component #5 - Determining Needs. Leader: Dean Campbell
Time: 11:15 a.m. to 12:15 p.m.

Goal

Upon completion of this component, the student helper will understand and be able to use several types of assessment procedures with students.

Objectives

The student helper will:

1. Know and be able to give examples of four basic types of assessment.
2. Be able to use the assessment interview approach with student.
3. Be knowledgeable about group needs assessment techniques.

Lunch - 12:15 p.m. to 1:15 p.m.

F. Component #6 - Encouraging Academic Success. Leader: Ms. Riser-Schoch
Time: 1:15 p.m. to 2:15 p.m.

Goal

Upon completion of this component, the student helper will be able to facilitate development of effective study skills in students.

Objectives

1. Define self-directed learning and describe the behaviors which

characterize self-directed learners.

2. Give three reasons why six out of every ten college students fail to obtain their baccalaureate degree.
3. List ten basic study skill areas.
4. Identify at least five instructional techniques to use when assisting another student with study skills improvement.
5. State the significance of short-and-long-term goal setting and its possible effect on grade point average.

G. Component #7 - Using Campus Resources. Leader: Dr. Behring
Time: 2:15 p.m. to 3:15 p.m.

Goal

Upon completion of this component, the student helper will be familiar with and skilled in helping students identify and utilize campus and community human and physical resources.

Objectives

The student helper will:

1. Exhibit familiarity with available campus and community resources in the higher education setting.
2. Know how to assess the appropriateness of available campus and community resources for use by students.
3. Understand environmental resource assessment techniques.
4. Be able to apply principles of environmental resource utilization and management.
5. Exhibit skill in referring students to appropriate campus and community resources.
6. Be able to assist other student helpers and professional staff members in environmental resource management.

H. Closure and Evaluations. Leader: Dr. Pyle
Time: 3:15 p.m. to 4:00 p.m.

Brown, R.D. Student Development In Tomorrow's Higher Education: A Return to the Academy. Washington, D.C.: American College Personnel Association, 1972.

Ender, S., McCaffrey, S., and Miller, T. Students Helping Students, Student Development Associates, 1979.

ALMA COLLEGE

APPENDIX J

STUDENT HELPER TRAINING PROGRAM
EVALUATION

March 21-22, 1980

Post-Workshop Assessment
(Please circle the number that best matched your perception regarding each statement.)

n = 50	St. Disag. 1 n/%	Disag. 2 n/%	Uncert. 3 n/%	Agree 4 n/%	St. Agree 5 n/%
1. I understand the role and function of the student helper at Alma College.				20/40%	30/60%
2. I am aware of human development theory and understand the theory in respect to my own growth and development. (49)			4/8%	34/69%	11/22%
3. I am knowledgeable of the dynamics and skills of good communication.			1/2%	21/42%	28/56%
4. I feel confident in my understanding of goal setting and objective writing and how these skills can be applied to developmental planning.				28/56%	22/44%
5. I am aware of several types of assessment procedures which can be used with students.			3/6%	30/60%	17/34%
6. I believe that I can facilitate the development of effective study skills in students.			2/4%	26/52%	22/44%
7. I am familiar with and skilled in helping students identify and utilize campus, community, human and physical resources.			2/4%	23/46%	25/50%
8. I am aware of my strengths and skills in being an effective student helper.			2/4%	23/46%	25/50%

Comments regarding the entire training program:

1. What was particularly good and/or helpful about this training program?
"Gave good general overview. Got people excited about opportunities next fall." "Gave me a broad understanding of what I need to do in order to correctly fulfill my RA role." "Communications, activities for participation (but not too many)." "The diversity of the program kept the pace moving and made it interesting." "Time management, resources." "Good through out" "Getting a broad persp. of the student helper" "Resource information & role of an R.A." "The resource people were well informed and dynamic speakers." "I thought this was very helpful for me to understand more what a helper does" "Ginny Riser/Schoch's discussion on study skills was excellent. So was Dr. Behring's resource session. I liked breaking into small groups, esp. for this one (the resource session)." "The staff was particularly helpful, knowledgeable and friendly" "I found Ms. Riser-Schoch's presentation on study skills very helpful" "I found the administration is interested in having open communication!" "The activities where we illustrated principles before they were

explained will be retained better." "good perfecting communication skills" "Dave Campbell - Need Assessment" "It gave me greater insight of what a student helper is supposed to do." "It provided a good general background." "The program taught many things and was very helpful to us in areas of resources, listening, communications and etc." "got to meet other RA's & CA's and learned about next years expectations and how to handle situation" "strong material - wasn't as boring as expected - worked together - Study Skills was excellent - Ginny communicated very well."

2. What do you believe could be done to improve the program and/or make it more helpful to you?

"Go into more detail on some things, cut out others." "The only improvement would be to split up the time more." "spend more time" "It was long, but the breaks helped, and there is probably no way to avoid the length ... better all in one block." "got very boring at times, but should be shortened" "More advance notice" "Cut the study skills" "I enjoyed the program. The only thing would be a change in the place the program was given." "It was a really good program and I enjoyed it immensly. It was a little long at times but very worthwhile." "Floor was too cold & hard!" "changing groups to get to know others better. Less sitting. There's been a lot of info coming at us." "We had to sit all afternoon - there should have been some activity to get us moving about 2:30." "not have it on one whole day, but maybe 3 different days with 2 hour periods."

3. General comments:
"I feel it was definitely a worthwhile workshop, and I would feel very comfortable going to any of the people that ran the workshop if I need further information." "Feel good about what went on. Good atmosphere" "A Great Program!" "The time lengths & alternating speakers kept the lectures interesting. Rotating small groups would help with total staff cohesiveness." "Overall, the workshop was good." "I'm looking forward to come to more of similar type programs" "pretty good, could pick a better time than Fri. night." "It would have been helpful to have known the date of the workshop further in advance to facilitate 'time management'. Second year RA probably found this boring." "Once I arrived I became excited about this program and feel the material was well presented. It was a good idea to have various different speakers." "I really enjoyed the diversity of topics and the integration and application." "I feel since Career Aides went through all this & are doing it on a volunteer basis they should be better recognized next year." "It was great to be here" "I really enjoyed this. Got to know more people & learned about myself."

ACCD OCCUPATION
RESEARCH CHECKLIST

APPENDIX K

DICTIONARY OF OCCUPATIONAL TITLES:

___ Check out Table of Contents; Introduction; and Summary Listing of Occupational Categories, Divisions, and Groups

___ Locate DOT # (3 3-digit #) in alphabetical index

___ Locate blurb by DOT #; note other titles listed for this occupation

GUIDE FOR OCCUPATIONAL EXPLORATION:

___ Check out Table of Contents; Introduction; Use of the Guide in Career Exploration; Definition of Interest Factors; Summary List of Interest Areas, Work Groups, and Subgroups

___ Locate Interest Area # (3 2-digit #) in alphabetical index

___ Locate blurb by Interest Area #

OCCUPATIONAL OUTLOOK HANDBOOK:

___ Check out Table of Contents and How to Use the Handbook

___ Locate occupation in alphabetical index

___ Locate blurb; note Sources of Additional Information on form

MICHIGAN OCCUPATIONAL OUTLOOK--1980:

___ Check out Table of Contents; Introduction; Growth Outlook and Employment Projections

THE NATIONAL CAREER DIRECTORY:

___ Check out Career Clusters

___ Locate occupation in alphabetical index

___ Note Sources of Additional Information on form

CAREER GUIDE TO PROFESSIONAL ASSOCIATIONS:

___ Check out Table of Contents and Preface

___ Locate occupation in alphabetical index

___ Note Sources of Additional Information on form

THE OCCUPATIONAL THESAURUS: Volumes I & II

___ Check out Table of Contents; Introduction; How to Use the Occupational Thesaurus

___ Locate cognate major, and major areas of employment

(over)

PAPERBACK LIBRARY:

___ Review materials (if any) concerning your occupation

___ Note Additional Sources of Information on form

DOT FILE:

___ Locate occupation by DOT #

___ Review all materials concerning your occupation

___ Note Additional Sources of Information, including addresses on brochures, on form

MAJOR AND/OR ACADEMIC CONCENTRATION FILE:

___ Locate occupation by cognate major or area of concentration

___ Review all materials concerning your occupation

___ Note Additional Sources of Information, including addresses on brochures, on form

MICHIGAN OCCUPATIONAL INFORMATION SYSTEM--MICROFICHE:

___ Locate occupation in alphabetical listing of Structured Search Scan Sheets

___ Note Fiche # and MOIS #

___ Review information on microfiche

___ Note Additional Sources of Information on form

OPTIONAL:

Do an MOIS computer search of your occupation:

Using the MOIS # found in the Microfiche Structured Search Scan Sheets or the MOIS Microfiche/Computer Index, make a hard copy of the MOIS computer information available on your occupation. This would become a permanent addition to the DOT file.

ACCD OCCUPATION RESEARCH

SOURCES OF ADDITIONAL INFORMATION

OCCUPATION: _____

OTHER TITLES: _____

DOT #: _____ INTEREST AREA #: _____

FICHE #: _____ MOIS #: _____

ADDRESS: FROM: ON IBM:

APPENDIX L

Spring and Summer Practicum Opportunities

Information on the following Summer Practicums in available from Van Edgerton, Practicum Coordinator, SAC 227.

Sponsoring Organization	Application Deadline	Location	Types of Placements	Background Desired	Must be a Jr. or Sr.
Adistra Corporation	Open	Plymouth	Marketing	Bus. Administration	X
Allen for Congress	Open	Alma	Political Science	No Preference	
Alma Highland Festival	3-15-80	Alma	Statistics, Marketing, Survey and Questionnaire Design	Bus. Admin., Statistics, Psychology	
Chesapeake Bay Center for Environmental Studies	4-1-80	Maryland	Estuarine or Terrestrial Environmental Research	Biology	
City of New York	3-15-80	New York City	Management	Resident of New York City	X
City of Saginaw	3-15-80	Saginaw	Public Administration	Political Science, Economics, Sociology	X
Common Cause	4-15-80	Washington, D.C.	Political Science	No Preference	
Defense Logistics Agency	3-14-80	Battle Creek	Management, Political Science, Public Administration	Bus. Admin., Pol. Science, Math., Econ.	X
Democratic National Committee	Open	Nationwide	Political Science	No Preference	
East Central Michigan Health Association	Open	Alma/Saginaw	Allied Health	Bio., Chem., Soc. Pre-professionals	
Greater Gratiot County	Open	Alma	Demographic and Marketing Survey	Marketing, Statistics, Research Methods	
Lower Great Lakes Region Environmental Program	3-3-80	Great Lakes Region	Over 20 areas from Journalism to Resource Management	Varies	

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Appendix L, continued

Sponsoring Organization	Application Deadline	Location	Types of Placements	Background Desired	Must be a Jr. or Sr.
Music Society of the Midland Center for the Arts	Open	Midland	Music related	Music	
Office of Congressman Don Albosta	Open	Washington, D.C.	Political Science	No Preference	
Saginaw Office of U.S. Senator Carl Levin	Open	Saginaw	Political Science	No Preference	
Saginaw Township Parks & Recreation	Open	Saginaw	Recreation	No Preference	
Sandy Pines Wilderness Trails, Inc.	Open	Hopkins, MI	Recreation	No Preference	
U.S. Department of the Interior	3-14-80	Washington, D.C.	Management	Bus. Administration or Computer	X
Volunteers in Mission Service Program	Open	Nationwide	Varies	Religion, Social Work, Recreation	
Women's Equity Action League	5-1-80	Washington, D.C.	Political Science, Legal, Administrative	No Preference	

APPENDIX M

FACULTY PRESCHOOL WORKSHOP

AUGUST 1979

8:30 a.m.	Coffee and donuts - Swanson Academic Center Lobby	
9:00 a.m.	General Session I - Swanson Academic Center 113 Introductions Faculty - John Agria Admissions - Steve Bushouse Housing Staff - Dan Behring Conference Theme - Dan Behring	
9:30 a.m.	Special Interest Sessions I	
	A. Philosophy and Goals of Advising Program	SAC 113
	B. Special Assessment Tools (Strong, PASS)	SAC 104
	C. Practicum/Independent Study Update	SAC 106
	D. Program of Emphasis	SAC 108
	E. Using the Advising Guide	SAC 110
10:45 a.m.	Coffee - Swanson Academic Center Lobby	
11:00 a.m.	Special Interest Sessions I B. - E. Repeated (Same Locations)	
12:30 p.m.	Luncheon - Hamilton Commons Faculty and Staff	
1:45 p.m.	Special Interest Sessions II	
	F. Identifying Transferable Skills in Classes	SAC 103
	G. Writing - Effective Recommendations for Students	SAC 104
	H. Career Information Center Use	SAC 105
	I. Advising the Major	SAC 108
	J. Idea Sharing Among Experienced Advisors	SAC 110
3:00 p.m.	Refreshments - Swanson Academic Center Lobby	
3:15 p.m.	Special Interest Sessions II Repeat F. - J. (Same Locations)	SAC 113
4:30 p.m.	General Sessions II Wrap Up/Questions	SAC 113

APPENDIX N

CAREER DEVELOPMENT CONFERENCE

June 4-6, 1979
Alma College

GOALS OF CONFERENCE

1. Review Alma College career development programs in relation to the educational goals of the College.

2. Project plans of academic departments and College as a whole in relation to career development.

3. Assess the present status of the career development programs of the College with respect to societal forces and needs.

4. Provide an opportunity for as many departments as possible to confer with consultants who may assist in evaluating and developing plans for future programs.

5. Develop a position paper describing the Alma College concept of career development in relation to liberal arts and a description of as many as possible of Alma's specific programs.

PLANS

1. Develop a program outline describing the philosophy and goals of Alma College's concept of career development in relation to the liberal arts. Distribute same as a background paper to all faculty/staff participants, speakers, and consultants.

2. Invite two knowledgeable presentors/discussants to review Alma College's program as they perceive it to relate to the future of higher education and the socio-economic forces of the immediate future.

3. Faculty participants will prepare brief preliminary descriptive outlines of the status of present programs related to career development in various departments and groups of departments.

4. Conference Schedule

   Day 1: Presentations by two guest speakers followed by discussion (with faculty and departmental consultants in attendance). Focus on a thorough review of the status and future of Alma College's programs within the context of the socio-economic and liberal arts program factors reviewed by the consultants.

Day 2: Faculty/staff work in departmental or interdepartmental groups (with consultants, if invited) to outline future plans for their programs, including budget and other resources needed. Group meeting (3:30 p.m.) to report and discuss departmental plans and review background principles (followed by cocktails, dinner). One month after the Conference, a paper is to be completed that suggests the best ways to proceed with career development within the department or departmental groups.

Day 3: Site visits to consultants' work place (or other field exploration), as necessary, to review and explore plans for departmental programs.

PUBLICATION

Will include:

1. Position paper describing the philosophy of Alma College with respect to career development and liberal arts.

2. Written statement by two major consultants.

3. Description of the origin, funding, operations, and results, to date, of the Alma College program activities.

4. Brief summaries of departmental and interdisciplinary programs (based on the outlines of departmental program status and plans).

Will be used:

1. For general campus distribution.

2. As a portion of final Kellogg Foundation grant report.

3. For dissemination to other institutions.

4. To interpret Alma College programs to various constituencies (prospective students, parents, counselors, etc.).

ALMA COLLEGE

ALMA, MICHIGAN 48801

LIBERAL ARTS EDUCATION

- SECURED IN THE PAST
- CREATIVE INTO THE FUTURE
- FOUNDATIONS OF TOMORROW

A REFLECTIVE CONSIDERATION OF CHOICES

CAREER DEVELOPMENT CONFERENCE

JUNE 4, 5, 6, 1979

O U R K E Y N O T E C O N S U L T A N T S

DR. EARL McGRATH

Dr. McGrath is Executive Director of the Program on Liberal Studies at the University of Arizona and Senior Educational Consultant to the Lilly Endowment. Dr. McGrath has published numerous articles, books and monographs on the responsibility and practice of liberal education. His most recent publication is "General Education and the Plight of Modern Man," a monograph published in 1976.

DR. W. JOHN MINTER

Dr. Minter, along with Howard Bowen, has conducted annual studies on "Financial and Educational Trends in the Private Sector of American Higher Education." The first two reports cover the period 1969-70 through 1974-75. The third report is carried through the year 1976-77. These studies have been conducted under the auspices of the Association of American Colleges.

CAREER DEVELOPMENT CONFERENCE

PURPOSE

- Review Alma College's programs
- Consider trends in higher education
- Assess effectiveness of current programs for career development
- Develop future programs and plans
- Prepare a position statement on the Alma College approach to career development with specific program examples

PRE-CONFERENCE PREPARATION

- Faculty groups prepare outline of current career development activities for distribution to colleagues
- Educational Affairs administration prepares background principles for consideration and review
- Keynote consultants review college program materials
- Faculty groups invite appropriate consultants

POST-CONFERENCE ACTIVITIES

- Preparation of position statement on relationship of career development to liberal arts
- Consider means to accomplish desired program development
- Preparation of publications as appropriate for national distribution

SCHEDULE OF ACTIVITIES

Monday, June 4

8:00 Breakfast - Hamilton Commons
9:00 Presentation by Dr. W. John Minte "Necessary Response by Higher Education to Today's Socio/ Economic World" - Eddy Music Building
10:00 Presentation by Dr. Earl McGrath "Liberal Arts Education for Tomorrow"
12:15 Lunch - Hamilton
1:30 Reaction to Minter and McGrath to Alma's programs - Eddy Music Building
3:30 Department Meetings
5:00 Social Hour - Hamilton
6:00 Dinner - Hamilton
7:30 Reactions to the day - Hamilton

Tuesday, June 5

(A work day for Department groups)

8:00 Breakfast - Hamilton
9:30 Meetings begin
12:00 Lunch - Hamilton
1:00 Resume Meetings
3:30 Review of background principles, distribution of any outlines - AC110
5:30 Social Hour
6:30 Dinner

Wednesday, June 6

(Faculty on own)

8:00 Breakfast for invited staff groups at Faculty Dining Room
9:00 Working session for Staff Groups - AC110
12:00 Lunch - Faculty Dining Room

APPENDIX P

SOME PRINCIPLES TO CONSIDER

(As background for the Career Development Conference)
(First Approximation - For Debate and Revision)

Alma College believes that:

1. A liberal arts undergraduate education should:
   a. provide breadth of background regarding accumulated human knowledge and human cultures and societies;
   b. develop basic skills in communication, numeration, interpersonal relations, analytical/synthetic processes, etc.;
   c. develop in graduates depth and proficiency in one or more areas of learning and encourage their synthesis in application and in seeking new knowledge;
   d. provide opportunities for the development of self-knowledge by students in order that they might discover their intellectual and personal potentialities;
   e. encourage the exploration and expression of a value perspective that gives meaning to each student's life;
   f. provide programs whereby students may investigate and experience a variety of specialized career roles in which they can express their talents, interests and values;
   g. encourage the development of an attitude within students which stimulates initiative, rational consideration and thorough evaluation of issues and problems, joy in setting and solving problems, a desire for increased knowledge, and the assumption of leadership within our social context;
   h. provide the means whereby individuals are able to see and offer critical reflective comment on the interdependent relationship of creativity, education, development of talent, economic stability, production of goods and services, social structure, the expression of art, and socio/cultural well-being;
   i. prepare students for the changes in their lives through active consideration of current advances in science and technology, regular review of timely U.S. social and economic policies, ongoing exploration of religious and ethical issues in choices in living facing people in our culture, and study of changing patterns of international interdependence, while encouraging a sense of security through the development of a historical perspective to these issues.

2. The content of its liberal arts undergraduate programs, combined with its emphasis upon the process of education which includes maximum personal development within a social context, provides students with many alternative career pathways and opportunities for flexibility during an entire lifetime.

3. The intellectual skills developed by and the theoretical-aesthetic-ethical content of the traditional liberal arts disciplines are vital, both for enriching the lives of graduates and for maximizing career opportunities in service to society.

4. The graduates from each of the undergraduate disciplines must have and be able to recognize transferable*, self-management*, and content* skills in order to qualify for an acceptable entry-level job, entering into advanced educational programs, and to have the flexibility to identify and follow subsequent career pathways.

Certain operational principles flow from the foregoing statements:

1. The College will maintain its core liberal arts disciplines which are important to the development of intellectual skills and which introduce students to essential parts of the nature of man and his achievements.

   a. the College should stress the interdependent nature of theoretical and applied knowledge and experience;

   b. a major in any field will not be permitted to dominate the educational program of a student nor shall any one field command such a proportion of institutional resources so that other areas are weakened.

   c. students should be provided opportunities and resources for development of "job skills" within the curriculum (often by enrolling in specific courses with direct "career relevance" or which provide marketable skills).

   d. students should be provided a variety of opportunities for applied experience (laboratories, class solutions of socio/economic and ethical issues, and problems, practicums, and independent studies).

   e. each major field of concentration will have to serve multiple purposes:

      1. Study of the body of knowledge to advance and promote it through scholarly work;

      2. Study for the sake of study. Providing study opportunities for students motivated by personal interest;

      3. Study opportunities for students to develop knowledge and skills in support of their educational/vocational objective though it be concentrated in another area.

2. Advising by all faculty members will continue as an expectation. Regular programs and workshops will be held to assist faculty members develop advising skills which include interviewing skills, use of career planning tools and services, program planning techniques, and follow-up through use of records and personal contact.

3. Faculty in all disciplines should be continuously engaged in discovering career opportunities for graduates in their field. This can be accomplished through use of the Career Information Center, inviting career consultants to campus, visits to work sites, and use of sabbaticals or faculty special leave times for job exploration, research, or personal development.

An active current events program should be emphasized campuswide and each discipline should provide ongoing programs concerned with change, trends, or critical issues within the field.

5. Programs that emphasize the development of leadership qualities, communication skills, self knowledge, knowledge of personal opportunities, and initiative should be encouraged.

6. Integrative and synthesizing experiences should be provided students both in the classroom and in advising.

7. Graduates of the College should be able to identify and communicate their transferable, content, and self-management skills. They should also be able to describe their vocationaland avocational interests, values upon which decisions are made, and possible paths through which they can find meaning and continue to develop while making a contribution to our culture.

8. Whenever possible, students should be introduced to the consequences resulting from an educational-vocational decision through personal contact with a practicing professional.

9. Faculty and staff members should, through personal example, stress the content, process, values, and desired behavioral outcomes of a liberal arts education.

Specific programs may be proposed and planned based on these operational principals. We hope you may develop some of these ideas and plans during the conference.

D. Behring and R. Kapp

Transferable skills are those which will have applicability to a variety of careers or jobs, sometimes unrelated to the field or discipline in which they are learned. Content skills refers to training for entry level positions obtained through special programs, specific courses, practicums, independent studies or personal educational programs. Self-management skills* are those personal characteristics which are associated with organization of time, personal decisions, personal development, and goal attainment.

APPENDIX Q

SAMPLE PRE-CONFERENCE DEPARTMENT OUTLINES
OF CAREER DEVELOPMENT ACTIVITIES

CAREER DEVELOPMENT CONFERENCE - Speech and Foreign Languages

If any single behavior lies at the heart of mankind it is his unique ability to communicate symbolically--with himself, his fellowman, and his Creator. He can take those symbols he inherits from others, or invent his own, and communicate his needs, his feelings, and his aspirations in a way quite unlike the lower animals use. In this symbolic communication he may use his native tongue or that of a second or third language, but whichever medium he selects it will set him apart from the lower animals because of his peculiar aptitudes.

In the departments of foreign language and speech communication we are acutely aware of this, particularly in the contexts of a liberal arts college which hopes to free students from the limitation and parochialism of themselves and their culture. We seek therefore, to liberate students not simply from something but for something, because education is not merely safety but opportunity, not insulation from life, but a basis for a venture into life as we daily interact with people around us whether at home or abroad.

We offer several entry-level foreign language classes in French, German, and Spanish (in addition to classical languages), as well as intermediate and advanced courses by which students may hone their skills in oral and literary aspects of these modern European languages. Our efforts seek not only to introduce students to the language itself, but, in the upper level classes, to wrestle with problems of history, culture, politics, and social issues, using the second language as the medium of instruction and expression.

In speech communication the student grapples with the elements and process of what goes on in speaking with others, whether in one-to-one, one-to-few, or one-to-many contexts. We do not believe, and so we instruct our students, that all of life's problems are communicative ones, but surely a goodly number of them are compounded because of our lack of skill in understanding and communicating with those around us. Frequently the speaker may find himself in cross-cultural situations, demanding some significant degree of comprehension of quite different mind-set. Speech communication theory and foreign languages prepare one for that reality, using his native tongue or that of an acquired language.

In recent years we have encouraged our students to broaden their base of study, combining their interests in languages and communication with a second area of concentration. By casting additional light on the darkened boundaries of a second major program of study, the graduate not simply presents himself initially attractive to potential employers, but can function more effectively once he moves into the new position.

In sum, we believe that since life itself is a constant process of communication that we are equipping our students to move into the world of work and to take with them a way of looking at life which will help them for the next half-century. The past experiences of our graduates from these two departments suggests that we have had some success in these areas, though never so much as we should like.

We look forward to the input of a fresh voice from the outside, reinforcing the good things we are doing, but calling attention to neglected areas which will help our career-oriented students.

John Arnold
Earl Hayward
Gunda Kaiser
Robert Smith

Department of Chemistry - Career Education Activities

Chemistry is a descipline with a strong applied component and has a direct relationship to industry. About 1/3 of our majors have entered industrial employment upon graduation with others becoming so employed after obtaining advanced degrees. The department's curriculum has long been approved by the American Chemical Society's Committee on the Professional Training of Chemists.

Trips to industrial laboratories have been part of several courses. In the past three years some examples of such trips are as follows. General Chemistry class toured laboratories at Dow Corning Corp. - Midland. The Advanced Analysis course regularly makes three or four industrial visits which have included the laboratories of: Hitachi Magnet Corp. - Edmore, Total Petroleum - Alma, Dow Chemical and Dow Corning - Midland, Alma Water Treatment Plant - Alma, Carling Brewery - Frankenmuth. Trips to laboratories have also been made by the Chemistry Club.

The department has had only limited involvement with Practicums and has chosen to award credit only when students are involved in a significant research experience. One student received credit for research with the Fuels and Lubricant Division of the Ford Motor Co., Dearborn. A student will receive credit this summer for research work at the Hooker Chemical Co., Buffalo, N.Y.

While not involving Practicum credit other students have had valuable experiences in summer employment at General Motors - Flint, 3-M - Minneapolis, Minn., and Upjohn Corp. - Kalamazoo. In several instances patent applications and publications have resulted from these experiences.

In the spring term, 1979 Professor DeYoung taught a course in Industrial Chemistry for the first time. The course examines the chemistry of a variety of important industrial processes with a view toward stressing the industrial application of general principles of chemistry learned in other courses.

Political Science Department

I. Program content areas:

The Political Science Department emphasizes four traditional areas of the discipline: political theory, American politics, comparative politics,and international politics. A total of 21 courses are listed in the catalog as spanning these four broad areas. Majors are asked to take at least one course in each area, though most choose to concentrate in the latter three areas. Further expanding the diversity of offerings are the practicum and independent study options which are showing increasing popularity.

II. Skills:

In addition to mastery of the substantive content of political science, we lay great stress on developing the skills pertinent to critical thinking:

A. analysis and synthesis of empirical and normative materials.
B. comparative and, where appropriate, quantitative use of data.
C. research techniques, especially the use of primary sources.
D. written and oral communication, both descriptive and evaluative.
E. introductory use of the computer in appropriate courses.
F. integration of theory and practice through field projects, guest speakers, and practica.

III. Program activities:

Beyond the above-mentioned classroom emphases, the department has been involved in such activies as the following:

A. sponsorship of Pi Sigma Alpha, national honor society in Political Science.
B. election watches and analysis.
C. a newspaper column on current events.
D. a panel discussion on "Politics and Administration:Inseparable Careers?"
E. a two-day workshop for high school student council leaders.
F. the Saginaw Internship and other practica in national, state,and local politics.
G. participation in various campus public affairs activities.
H. sponsored a NSF-Undergraduate Research Project in intergovernmental relations.
I. student trips to professional and public affairs programs.

IV. Expectations for the future:

More of the above, but with special emphasis on better coordination with cognate disciplines and activities, more campus visibility regarding current events, and more aggressive development of public service practica.

Prepared by Burnet V. Davis
Assistant Professor of Political Science
May 31, 1979

APPENDIX R

REACTIONS OF HISTORY MAJOR GRADUATES
TO THE PRESENT CONFERENCE

I. How has your history major improved your life in the world of work?
Unanimous agreement that history is a "universally applicable discipline"

A. Communication skills--emphasize short, concise, precise papers
B. Organization skills--the ability to problem-solve, prioritize, plan
C. Developed self-confidence and especially the confidence to think imaginatively and creatively
D. Aided interpersonal relationships--opened doors to other people of different backgrounds, ages, educations
A "social equalizer"

Others:
A. Aided in developing and enhance personal perspective and vision.
B. Aided in being a "community participant"
C. Aided in the creativeness of leisure time

II. Departmental needs for the future

A. Increase departmental staff in order to:

1. Have smaller classes
2. Encourage diverse teaching methodologies, including team teaching.
3. Permit department to cope more effectively with non-teaching duties (including career preparation)

B. Better public relations internally within college and external to college.
C. Increased budget:
1. To sponsor campus-wide films
2. For travel money--e.g., for practicum site visitations; bringing alumni back for planning conferences, etc.
3. For faculty development, including sabbaticals every five years.
D. Encourage student practicums, but typically encourage students to take the initiative in obtaining practicums. Do not permit faculty to spend so much time supervising practicums that teaching and advising responsibilities suffer.
E. Career Preparation program is desirable, but departmental faculty should guard against becoming overcommitted to the detriment of their own duties. The academic and career preparation as a whole; career preparation should not be a separate compartment or "the tail that wags the dog."
F. Devise ways to help students confront isolation and loneliness in their post-graduate lives.

APPENDIX S

SAMPLE POST CONFERENCE POSITION PAPERS

ALMA COLLEGE CAREER PREPARATION CONFERENCE

June 4-6, 1979

A Summary Statement from the Departments of Foreign Language and Speech

If any single behavior lies at the heart of mankind it is his unique ability to communicate symbolically--with himself, his fellowman, and his Creator. He can take those symbols he inherits from others, or invent his own, and communicate his needs, his feelings, and his aspirations in a way quite unlike the lower animals use. In this symbolic communication he may use his native tongue or that of a second or third language, but whichever medium he selects it will set him apart from the lower animals because of his peculiar aptitudes.

In the departments of foreign language and speech communication we are acutely aware of this, particularly in the contexts of a liberal arts college which hopes to free its students from the limitation and parochialism of themselves and their culture. We seek, therefore, to liberate students not simply from something but for something because education is not merely safety but opportunity, not insulation from life, but a basis for a venture into life as we daily interact with people around us whether at home or abroad.

Course offerings in foreign language and speech communication are based on the assumption that no man is liberally educated unless he comprehends and can use both his own language and at least one other, thereby developing his capacity to understand and respect the unfamiliar. Language, particularly a foreign language, serves not only as preparation for and a tool in a variety of fields, but helps to make the student a responsible citizen of the world, one who finds interest and pleasure in the continuing use of his skill through service to community, understanding the world around him, the ability to read a variety of materials in a second language, and in foreign travel.

The following material represents not only assumptions we believe will hold true for the immediate future, but indicates some things we are doing and hopes of what we can yet do to integrate more fully our disciplinary concerns into the lives of Alma undergraduates.

I. ASSUMPTIONS: WE BELIEVE THAT:

A. The liberally educated student can move more easily laterally and vertically in employment than can the technically trained person.

B. We should and will continue with the conviction that our disciplines deal with the enhancement of one's life, making him/her a fuller person.

C. Our students have above average communication skills, and they have (or quickly develop) greater sensitivty to receivers (listeners), both native and non-native.

D. Most employers appear unaware of the type and quality of education of speech communication and foreign language students. Business and industry's understanding seems based on information roughly twenty-five years old. Personnel directors and interviewing officers fail to see them as broadly gauged, adaptable young people able to bring timeless skills and understanding to a timely occupation.

E. The better jobs, whether with small or large companies, will continue to demand high levels of communication, surely finding the di- and multi-glot employee increasingly attractive.

F. We should not abandon our liberal arts calling, risking our birthright for a mess of pottage. We shall continue to relate our disciplines and their principles to the world as we find it.

G. There is no such person as the "typical" foreign language or speech communication student. Each brings different skills to the job market and employer.

H. We shall continue to utilize, when it is available, data from the Strong-Campbell Inventory of Interests and such other tests as will help us in suggesting to our students, "Have you thought about this . . . ?"

II. WHAT ARE WE DOING NOW to contribute to the career development of our students?

1. We use the Strong-Campbell Inventory of Interests when available. For reasons we do not always understand some students have not taken that test, hence lack any such catalog of vocational interests. We find it helpful.

2. We invite off-campus speakers who try to relate speech communication to business and industry.

3. Our practicums, combined with a student's primary field, wed our disciplines with those of a student's primary field. Our students have worked in a Paris museum, with migrant workers, in television production, and in other companies and corporations.

4. Our intercollegiate debate program enables students to take topics derived from a variety of fields--economics, social problems, international politics--teaching them to research, synthesize, and present understandable arguments to the untrained ear.

5. Formally we do little in our classes to point out career opportunities for either the di-glot student or those interested in speech communication. Informally, however, we have had a good deal to say about various positions and fields open to one with a particular foreign language as an adjunct skill or with abilities in handling his mother tongue. We recognize our need--even obligation--to explain these matters more fully, urging the combining of foreign language with a second field of study (history, business, mathematics, etc.).

If we do not formally discuss with our classes the types of careers that are available to the students, we do indicate that a liberal arts education requires an understanding of the values and priorities of many cultures in the world community. This we try to provide by:

1. developing communicative skills through oral, aural, and written assignments;

2. gaining appreciation of foreign peoples, their problems and cultural contributions, by the study of language as a reflection of the thought and action of others;

3. increasing the awareness of the student to the cultural and linguistic diversity in the world;

4. acquainting students with current thought on national and international questions which (1) affords them opportunity to reflect on their own perceptions to similar problems, and (2) aids them to develop a defensible value system unencumbered by a monolingual perspective; and

5. participating responsibly in an interdependent world.

III. WHAT STUDENT QUALITIES do we seek to develop which lead our young people into effective career management?

1. Management of time. A student cannot long succeed in even an entry-level positior if he does not learn to budget his time. He must learn not only to do the work assigned but do it on-time. For better or worse, Western culture is fully committed to the clock--sometimes the tyranny of the clock. Students must early-on understand this.

2. Closely related to #1 is the fact that the student must also recognize that the instructor sits in the driver's seat of the class. He is normally willing to listen to the passengers and what they desire, but in the last analysis he is responsible for reaching the proper destination. The long-term needs of the student as well as accountability to the student's family, the College, his own conscience and his Creator dictate his patterns of operation and goals. Education, ultimately is a sacred trust. The instructor brings obligations to the class he cannot lightly dismiss.

3. Our emphasis on reasearch, organizing and stylizing ideas, intelligible and interesting to others, teaches something of what an educated and mature person should know and be able to exhibit.

4. Make defensible value judgments based on reflection and altruistic considerations.

5. Sensitivty to language, whether of one's own mother tongue or another re. quantity (talking too much or too little) or quality (vocabulary and grammar). We can probably speak or read no better than the degree to which we can recognize effective use of language, oral or written.

6. Fuller understanding of the communication process, discovering what breakdowns may come in any of several places: with the speaker, what he says, where and when he says it, to whom, and reaction, whether in one's primary or a secondary language.

7. Ability, in some degree, to analyze people, trying to understand what motiviates or offends them.

8. A broader and less parochial life, particularly through foreign study and travel. This we believe truly liberating for anyone.

9. Our study reveals research which supports the statement that foreign languates have developed more fully students' (1) reading skills (transferrable from one language to another), (2) understanding of related languages (for example, Romance languages),(3) appreciation of other peoples and their history, and (4) greater discrimination in listening. Our courses provide a lens for intellectual scrutiny of one's own society, furnishing another reference point for understanding history and culture. The monolingual student is, perforce, more restricted.

IV. WHERE CAN OUR STUDENTS BEGIN AFTER GRADUATION? Given their entry-level skills, what positions, other than teaching and graduate school, should they realistically consider?

A. Personnel
B. Public Relations
C. Finance, accounting, marketing, and retailing
D. Sales
E. Radio-television
F. Community Services
G. Government (local, state, national)
H. Clergy
I. Law
J. Editing
K. Advertising
L. Training Programs
M. U.S. Customs
N. Transportation, airports
O. Export-import companies

John Arnold (German)
Earl Hayward (French)
Gunda Kaiser (Spanish)
Robert Smith (Speech)

ALMA COLLEGE CAREER PREPARATION CONFERENCE

June 4-6, 1979

A POSITION PAPER FROM THE DEPARTMENT OF RELIGIOUS STUDIES

Increasingly in the last decade, the emphasis in much of higher education seems to be shifting in focus to the uniqueness of the various disciplines in academia. This shifting focus has led to a renewed stress on the particular lines of demarcation and definition of and between disciplines, clearly moving away from interdisciplinary and holistic approaches. Survival, both individual and departmental, and a revived sense of the integrity of specialization in our society are among the reasons for this disciplinary resurgence. It must also be noted that the recent vocational emphasis among our students, educational agencies of the government, parents and educational institutions seems to have exaggerated this tendency. Vocationalism can be viewed as both a cause and an effect of this cyclical pattern of disciplinary re-entrenchment.

Counter to this trend, Religious Studies is by nature holistic and inter-disciplinary in style and approach. This is certainly so at Alma College. In part this is due to the training of the faculty and in part due to the interests, objectives, and program of the Religious Studies area at Alma. Among the areas of exploration and study are: ancient history; mythology; Biblical history and literature; non-western religions; archaeology--both Near Eastern and North American; historical and contemporary expressions of Judeo-Christian traditions; religious themes in contemporary literature, alternative life styles and communities, e.g., Marxism and religious communities; value frameworks and value questions; and current issues and problems.

The underlying issues in Religious Study are the ways in which individuals and peoples see their world (world views) and live in the world on the basis of their world views. This means that much of our focus is on how we and other people tell stories about who we are, what is meaningful and purposeful, and how we relate to others and our environment. Considerable emphasis is placed on the whole person in community and how and why we value and live the way we do. Comparisons with other times and other peoples while not prescriptively normative, do provide a base for exploring and assessing our own stories, value frameworks, identities, and life styles -- both individually and as a society.

Part of the assumptional basis of our program of study is that education should deal with the whole person in community, in environment, and in the cosmos. Our aim is not simply to describe, although that is a beginning point, but to explore, risk, and be open to other ways of seeing and living in order to more fully understand our own options and choices for a life style, identity, and vocation. Considerable emphasis is placed upon consequences, e.g., if a certain life style is chosen then what are the probable consequences for such things as world hunger or the standard of living both in our society and in the world. By so increasing the awareness and understanding of our students (e.g., of the nature of a situation, of the possible options, and of the likely consequences), we intend to help our students become more effective citizens not only of our society but of our world.

In the midst of this larger approach a number of "transferable skills" are taught and developed, e.g. analysis, interpretation,

critical appraisal, creative synthesis, position taking, argumentation, questioning, openness to other points of view, willingness to risk listening to our own experience, etc. Writing skills are emphasized as a primary mode of expressing the above mentioned skills. Oral skills are developed but not in as formal a manner as the writing skills.

Probably the most significant kinds of "transferable skills" that we work on are those of self and human awareness. Our primary objective is in dealing with the whole person, the person who may become a businessman or a doctor or whatever. While not all of these human skills are definable in precise terms, we attempt to provide a context of encouragement and support for the risk and exploration necessary for each student to become aware of the human skills and to understand and develop them in his or her own way, yet always in the larger context of society and our world, of our history and our future. One consequence of this objective is an inter-disciplinary program, style and approach.

Alma students, of course, seek a variety of objectives from the Religious Studies department and its programs. Some are seriously considering the ministry and undertake pre-seminary preparation. Some find that the study is an excellent complement to their study in other fields and helps in their preparation for a particular career, e.g. those students interested in social work have on a number of occasions combined their study in sociology with religious studies. Some students find that religious studies provide an important perspective in their liberal arts education, e.g. in considering the great social and value questions and answers by the contributions of religions in general and our own traditions in particular. Others find that the study affords

them the opportunity to grapple with a world of changing values and to see themselves in relation to many different models of life styles.

The department provides opportunities for junior and senior students to benefit educationally by participating in practical work-study programs. To date our students have worked in hospitals as assistants to chaplains, rural and suburban churches, in the inner city of Detroit, day-care centers for children, Big Brothers, tutorial programs for disadvantaged, camps and many more.

As graduates with a bachelor's degree in Religious Studies, our students have entered a variety of educational and vocational programs. Some have gone to graduate schools and seminaries for advanced training for teaching or for the pastoral ministry. Some have gone into service occupations with the Peace Corps, Vista, Boy Scouts, Y.M.C.A., and social work organizations. Several have found their way into journalism and into the field of mass communication. This is, of course, only a partial list of the vocational opportunities our students have found open to them.

Religious Studies at Alma College is supportive of the larger directions of the Career Preparation Program. We do not see our primary goal in terms of jobs for our students, important as that might be in our society, but as helping to prepare the student as a whole person to live creatively, constructively, and skillfully as a person and as a member of our society and world. The ideal is less the doctor, lawyer, or minister and more the person who is acutely aware of him or herself as a person, knowledgeable of his or her situation and alternatives, of what is meaningful and purposeful, of what it

means to live a contributing life (e.g. of more than simply money and status as a measure of worth and value), and of a willingness to live a life of risk, growth, and exploration. It is our conviction that a life of human and personal growth, of staying alive, can happen in a variety of vocational settings. A commitment to human values can be lived out in a variety of situations. These are our primary concerns. While means of a livelihood are important, even as ways of fulfilling the primary values and purposes, concern for the job itself must remain secondary to that of and for the whole person. It remains our commitment that learning how to live is ultimately more important than learning how to make a living. While the two are not mutually exclusive, we believe that the priority must be maintained. This is reflected in our style, our program, and in our support of the Career Preparation Program.

R. Massanari
Religious Studies

ALMA COLLEGE CAREER PREPARATION CONFERENCE
June 4-6, 1979

A POSITION PAPER FROM THE DEPARTMENT OF HISTORY

Introduction:

In conjunction with the Alma College Career Development Conference of June 4-6, 1979, the history department invited three alumni history majors to return as consultants: Kathleen A. Gelston (class of 1973) currently an Assistant Vice President with the Philadelphia National Bank, Daniel S. Reid (class of 1975) now in management training with the K-Mart Corporation, and Dennis J. Brown (class of 1976) now with the credit department of Detroit Bank and Trust. The purpose of the conference was to bring together faculty, staff, alumni and consultants to examine and share information about the relationship among the liberal arts, career development, and the world of work. Several means were used to focus on this topic, e.g., keynote addresses by experts in higher education, plenary sessions of all conferees and smaller meetings of departments and consultants.

The most valuable part of the three days for the history department proved to be the three lengthy meetings held privately with the alumni consultants. Rather than discussing the career preparation program at Alma College as a whole, these meetings centered almost exclusively upon the alumni's interest in identifying how a history major helped them in their professions and how the continuance of this aid for other students could be insured in the future.

The most important theme of our discussions is obvious from the preceding statement. There was unanimous agreement that a history major had in fact helped them in their careers, and, further, that it had helped them significantly. Generally, they believed this was so because history is a "universally applicable discipline" (Dennis Brown) that has value for the

world of work deriving from both the factual content of historical studies, as well as from the methodologies and skills used in and cultivated by those studies. Specifically, activities pursued by the faculty within the department, such as advising, plus activities pursued by both faculty and students within the classroom served to inculcate certain identifiable qualities in graduate majors which led to entry level positions in a wide-range of fields of work.

Part A

The history department aids student career development in three complimentary ways. (1) Our curriculum and teaching methods refine transferable and self-management skills; provide historical knowledge essential to an understanding of the modern world; and, in conjunction with students' total academic experience, serve as a foundation for students' life-long learning. (2) Advising of history majors is based on the assumption that Alma College history graduates possess entry level "employability" in diverse occupations and the flexibility required for later advancement and career changes. (3) Career exploration opportunities enable students to apply classroom learning to on-the-job situations, to expand their knowledge of career opportunities, and to discover special qualifications required for certain occupations.

The department energetically encourages all advisees to take courses that will develop their skills, deepen their existing interests, and overcome their parochialism. Students are urged to evaluate their own strengths, weaknesses, and aspirations, and to develop personal educational and vocational goals, as well as plans for attaining them. "Declared" history majors benefit from a central advising system whereby the department chairman officially advises all majors. One person is, therefore, responsible for insuring that

all graduation requirements are met. This system also allows him to discern student interests and to detect changes in them. All majors also take advantage of other history staff to obtain academic, career and personal advice. Although advising is individualized to the needs and interests of particular students, some common themes characterize advising for the majority of history majors. The department urges students to develop skills and knowledge permitting them to make career changes during their lifetimes. History faculty assume many students will eventually be employed in private business or industry. Accordingly, students are encouraged to supplement their transferable and self-management skills by developing content skills -- especially in accounting, management, marketing, finance, statistics, mathematics, and computer science -- that will facilitate their chances for challenging entry-level positions; for example, history majors commonly complete two to six business administration courses by graduation. Reflecting market realities, the department discourages all but the most committed students from pursuing careers in secondary or college teaching in history. A sizeable minority of history majors anticipate graduate work in law, business, library science, and museum studies. Such students are carefully counseled about how to prepare themselves to enhance their chances for acceptance into a quality graduate or professional school. Needless to say, department faculty spend considerable time writing letters of recommendation for prospective graduates. On occasion, faculty exploit personal contacts to assist students seeking employment or admission to graduate and professional school.

The department fosters practical career exploration in several ways. Qualified students are encouraged to find practicum opportunities related to their career interests. Through alumni contacts and site visitations, department faculty have discovered potentially rewarding practicums for which

they have encouraged qualified students to apply. Expansion of department sponsored practicums -- e.g., in pre-law, library and museum work, politics and public service, public relations -- have been instrumental in enlarging students' career awareness, contributing to their personal maturation, expediting their entrance into graduate and professional school, and enhancing their employment prospects.

Part B

Discussions with alumni consultants identified seven attributes, divided into two groups, which they deemed as important to their professional success. The first four qualities were believed to be crucially important to professional success, while the remaining three were deemed important, yet not so vital as the first four.

The three alumni were in complete agreement that communication skills were of prime importance in their professions, and, further, that the history major had been of prime importance in their development of these skills. Expertise in writing is developed by requiring essay examinations in all history courses, and papers in most classes. The alumni stressed the importance of requiring short, concise, precise papers that would aid in memo-writing in business. Expertise in speaking is encouraged in all courses and demanded in some. Beyond this, many courses require oral critiquing and defense of position or term papers.

The ability to organize was cited as second in importance to communication skills among the qualities crucial to success in business. The alumni agreed that the history major had given them valuable training in this area. In their minds, this skill was molded best simply by the number and size of requirements in their courses which forced them to prioritize and organize

their time.

Self-confidence was also thought to be a prime characteristic for success in the world of work, a characteristic developed in many ways within the department, but primarily by demanding hard work which then led to success in the classroom. This self-confidence has encouraged them to think creatively and imaginatively about the problems they encounter in business.

The ability to deal meaningfully with people of vastly different backgrounds, ages, and educations was the last of the four prime characteristics vital to success which the alumni consultants singled out. There was unanimous agreement here that the study of history was very important to them in developing their skill in interpersonal relationships. In the words of one of the consultants (Dennis Brown) history serves as a "social equalizer" by functioning as a common source of interest and discussion. Ms. Gelston and Mr. Reid agreed that several times a discussion with clients or superiors about an historical topic or history's relevance to current events had served to "open doors" and ease tension. This led to a more relaxed atmosphere and resulted in a better job being done.

Three other qualities which were enhanced by their study of history were identified by the alumni as important to them and their professions. First, they had derived from their study of history a better personal perspective about their place in society, the world and history, about what mankind had achieved and in what it has failed. Second, their role as "community participants" or citizens has benefited from their study of history, especially by study of societies whose governments allowed differing amounts of participation or no participation by their subjects. Finally, their earlier work

with history provides them with a constructive way of using leisure time. Each of them still reads history during the hours off the job.

Another quality identified by the faculty as important in the business world is that of cooperativeness and the ability to be a team worker. It is our belief that this is enhanced by the use of the "committee system" and panels in some courses, by requiring cooperation in some research projects, and by emphasizing tactful, constructive criticism of papers by students and positive response to such critiques.

Part C

Direct occupational entries for history majors are varied. The department, to maximize efficiency and reach large numbers of students and attend to their personal needs and interests, divides the career counselling: one faculty person is responsible for library and museum management career placement programs; another faculty person is primarily responsible for state and federal public service career opportunities; a third member is primarily responsible for placement of history majors in business and industry. In addition, a number of majors over the years have found employment in other fields such as journalism, management training in higher education, personnel counselling, para-legal aid, industrial sales, insurance service careers (claim adjusting and management training and insurance underwriting), public relations activities in private industry, state and federal government, and finally as managers in state and local political administrative positions. These fields represent actual placements of history majors who have graduated from Alma College in the past decade.

Future programs under consideration by the department anticipate expansion of the three primary categories above. For example, the departme

is aggressively seeking to expand opportunities in library and museum management careers, and in that regard has attempted to increase student interest at the freshmen entry level and arrange for additional practicums in this area. Similar activities are planned for state and local public service careers and in business and industry. For example, a member of the department will complete an onsight practicum in retail management in the summer of 1979. Such activities, the department believes, expand direct contact with employers who make hiring-decisions for candidates seeking employment at the BA level. These programs, of course, require additional funding, above and beyond present budgetary levels. Moreover, successful completion of this action program anticipates not only faculty release time, but active support and encouragement by faculty colleagues and administrators. The department target for the next thirty-six months is to develop ten new practicums or practicum sites spread across the three primary fields and the supplemental areas indicated above. In order to achieve this goal, the department has invited alumni to function as career consultants in advising department members how they can be more effective, not only in preparing students during their undergraduate years, but also how the faculty person can maximize impact in the field when dealing with personnel directors and other individuals who make decisions about hiring students.

While the department is reluctant to engage in detailed testimonials, it may be useful to note some examples of successful career activities by Alma College graduates who were history majors. In the area of library and museum management, five graduates during the last decade have functioned in managerial capacities, and at least one of these has served as a director of a major library and museum complex in Virginia. Another example of

success for Alma graduates with history majors is reflected in the achievements of a female who now functions as an executive officer for a large Eastern bank in charge of several branches. Other graduates function as successful commodity brokers, credit analysts and retail managers. Several of them are on executive career tracks five years after graduation at the BA level.

Some history majors have elected to continue their education by earning advanced degrees, particularly in the field of law. In this category the success quotient is unusually high as represented by the achieved success of Alma alumni in the law, both in public service and in private practice. In addition, a limited number of students continue on to attend graduate school in history. In the area of higher education, a number of Alma history majors serve as administrators in community, college and university education. Consistently, the department makes an effort to identify a very limited number of people who have the dedication and competence to contribute in a useful way to the teaching of history in the public school; normally, history majors graduating with certification for teaching in the public schools does not exceed a total of 10% of majors in any given year.

Respectfully submitted by:

James A. Schmidtke
M.J.J. Smith
Michael J. Yavenditti

APPENDIX T

ALMA COLLEGE PRE-LAW PROGRAM

The objectives of this program are to help high school and college students obtain information about the law profession and assist them in evaluating the profession as a potential occupational choice. To accomplish these objectives, it will be helpful if during formal presentations and during discussions with students professional guests would reflect on the following: 1) Personal reasons for choosing a career in law; 2) Background education that proved most helpful; 3) Rewards and disadvantages of the profession.

The formal evening program will feature an opportunity for all professional guests to comment on issues directed by the panel moderator. The following are questions the moderator will raise to encourage a discussion of your profession. We hope all of you will comment on the questions as appropriate. Please pay attention to commenting when the questions are directed toward your specialty.

1. Personal skills and characteristics required to enter the profession of law.
2. What are some of the reasons people choose law (interests, values, family tradition, money, etc.).
3. What kind of preparation is there for law?--Is there a "best" preparation?
4. What's law school like? ("Paper Chase" was just on T.V. again. Is that the way it is?)
5. When do you decide on your specialty and how?
6. What are the differences that characterize the various specialties within the profession?
   - Civil or corporate
   - Criminal
   - Judicial
   - Private practice
7. Are there negative aspects to being a lawyer?
8. Are there opportunities to express other interests and still be a lawyer? (e.g., Psychology, medicine, biology).
9. What changes are expected in the profession?
10. Summary and direction for small group meeting (Pre-law Advisor).

APPENDIX U

SECOND ANNUAL EDUCATION ISSUES WORKSHOP
FOR HIGH SCHOOL COUNSELORS

Alma College
May 6, 1980

9:00 - 9:30 Registration and Refreshments

9:30 - 11:00 Development Crises: Facing the Challenge -
Dr. Daniel W. Behring, Vice President for Student Development, Alma College

10:00 - 11:00 Session I (select one)

A. System of Interactive Guidance and Information (SIGI): An Introduction and Possible Uses - Pamela S. Bauer Occupational Information Services Coordinator, Alma College.
B. Career Education Programs That Work - Carolyn Kirby, Office of Career Education, State of Michigan
C. Avoiding Sex Stereotyping In and Out of the Classroom -

11:00 - 12:00 Session II (select one)

A. Computer Job Banks as a Tool for High School Placement - Rich Barrett, Area Placement Services Director, Saginaw Intermediate School District
B. Materials for Developing and Implementing Career Exploration and Decision Making Programs - Carol Wolenberg, Office of Career Education, State of Michigan
C. C.E.T.A. and the Schools: Areas of Collaboration - Don Lane, Head, New Programs, Grand Rapids Area Employment and Training Consortium

12:00 - 1:00 Lunch

1:00 - 2:00 Session III (select one)

A. Uses of the MOIS in a High School Setting - Jane Hackbardt MOIS USER Services Manager, State of Michigan, Dept. of Education
B. Design and Effective Use of Work Education Councils - Mary Agria, Director, Mid-Michigan Community Action Council
C. Using Peer Groups to Change Student Attitudes - Dr. K. Richard Pyle, Associate Director of Advising, Counseling and Career Development, Alma College

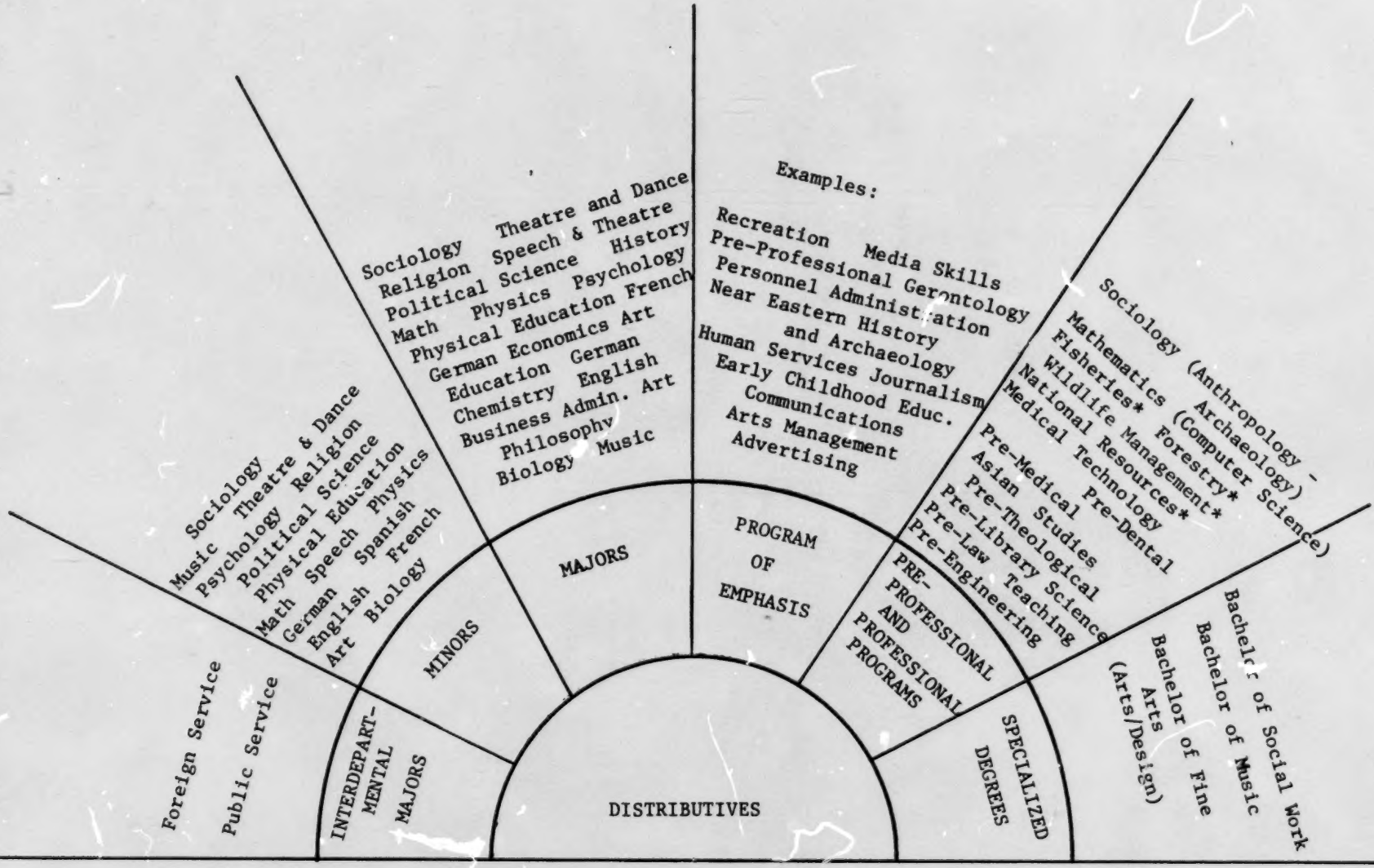
2:00 - 3:00 Session IV (select one)

A. Computer Job Banks as a Tool for High School Placement - Rich Barrett, Area Placement Services Director, Saginaw Intermediate School District (repeat of 11 a.m. workshop)
B. Knowing How Students Learn--Removing Teacher Frustration - Dr. Daniel W. Behring, Vice President for Student Development, Alma College
C. Avoiding Sex Stereotyping In and Out of the Classroom -

3:00 Open discussion on current issues with the staff of the Advising, Counseling and Career Development Center, Alma College

APPENDIX V

OPPORTUNITIES TO SPECIALIZE



R. O. Kapp, 1980

*Joint degree programs with cooperating institutions

REFERENCES

Behring, D. W., Buchanan, L., Edgerton, F. V., and Riser-Schoch, V. B. Career Preparation and the Liberal Arts: A Report of Progress I. Alma College, Alma, Michigan, 1978. (May be obtained through requesting Document #ED159504 from ERIC.)

Behring, D. W., Buchanan, L., Edgerton, F. V., and Riser-Schoch, V. B. Career Preparation and the Liberal Arts: A Report of Progress II. Alma College, Alma, Michigan, 1979. (May be obtained from ERIC--document number had not yet been issued at writing of this report.)